

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1949

Girard College, December 31, 1949

Board of Directors of City Trusts,

Gentlemen:

Today brings to a close the one hundred and second year of the "permanent College" created by the Will of Stephen Girard "for the residence and accommodation of at least three hundred scholars and the requisite teachers and other persons necessary in such an institution . . ." Thirteen hundred and seven boys are on its rolls as of this date.

This has not been an ordinary year. There have been interesting changes of personnel and forward-looking changes of schedule, as later sections of this report will show.

Again, as part of a program to reduce costs, this report is somewhat shorter, and all appendices, including the lists of staff and students, have been placed in a separately printed supplement.

THE STAFF AND ADMINISTRATIVE REORGANIZATION

While 1949 was a less spectacular year than its predecessor, in which the Girard College Centennial was celebrated, it was a year during which more changes took place in organization than in any other in the history of the College. With these changes in organization came also far-reaching changes in schedules and program affecting every department and every boy in the College.

Before commenting on these changes, the writer wishes to acknowledge his great personal indebtedness to the four of our administrative group who retired at the close of the summer, Miss Sipple and Messrs. Davis, Melchior, and Sparks, who had completed respectively twenty-eight, twenty-eight, thirty-five, and

thirty-three years of distinguished service to Girard College. We were all sorry to see them leave their active work, although we know that we can count upon their counsel and temporary help in an emergency. The loss of their daily friendship, their tireless service, and their sound advice is now constantly felt throughout the organization.

Mr. Joseph A. Davis, Superintendent of the Household, Dr. D. Montfort Melchior, Principal of the High School, and Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, had reached retirement age. At the same time, the retirement, because of physical disability, requested by Miss Ethel A. Sipple, Assistant Supervisor of the Elementary Schools, was approved. Whatever success we achieve in the future will be built on the firm foundations which they helped to establish and upon which the superstructure of a greater Girard College in the years to come alone can rise.

For several years the writer had studied our administrative organization and its needs for a future in which income will be limited and younger men of experience, flexibility, and originality must fill key positions. For decades the divisions of the College directly affecting the school and out-of-school life of the boys had been over-departmentalized. These divisions had not generally worked at cross purposes, but they had not been co-ordinated in the interest of the boy to the fullest extent possible. Straight down the College organization there had been a vertical line between the schools on the one side and the household staff on the other. Yet both were professional groups. A more reasonable line, it seemed, would be a horizontal line between secondary education and elementary education, yet even here there should be close co-ordination.

The writer had also felt that we should strengthen our administration by having more men who are familiar with both school and household operations on the campus throughout the entire week. It appeared that the administration could be strengthened and a better co-ordination of the school and out-of-school life of the boy could be brought about, without increasing the number of persons concerned. Indeed, among other savings, the proposed reorganization, which your Board happily approved,

carried with it the dropping of several subordinate positions.

Among the positions discontinued in the fall were those of Superintendent of Household, Supervisor of Playgrounds and Recreation, Principal of the High School, Supervising Principal of the Elementary Schools, Assistant Supervisor of the Elementary Schools, Senior Housemaster of the Junior School and House Group, Principal of the Summer School, and two teachers. The reorganized administrative group includes a Vice-President, filling a re-established office which had existed at Girard College since 1877, except for the recent gap of a decade and a half, a Director and an Associate Director of Secondary Education, and a Director and an Associate Director of Elementary Education. The senior teacher remaining in the physical education group has also been named Director of Athletics. Five of the gentlemen appointed to these six posts were members of our present staff, who had discharged their duties with marked satisfaction.

Dr. E. Newbold Cooper, our Vice-President, is a native Philadelphian, a graduate of Westtown School and Haverford College, with a master's degree from the University of Pennsylvania and a doctorate from Rutgers University. He has also studied at Columbia and New York Universities and in England and has travelled over large areas of this country and in all continental European countries except Russia and Denmark. He served as a teacher, high school principal, and supervising principal (superintendent) in various places from 1922 to 1932, and became Supervising Principal of the Elementary Schools at Girard College in 1932. He helped to write the script for the Girard College film sponsored by the Girard Alumni, and also wrote several Centennial sonnets and other Girard verse. Active in Boy Scout work and for five years President of Burlington County Council of the Scout organization, he received the Silver Beaver Award in 1945. He is a member of the Corporation of Haverford College. He was formerly President of the Westtown School Alumni Association and of the Private School Teachers Association of Philadelphia and Vicinity. He was a member of the Steering Committee of Philadelphia's Junior Town Meeting of the Air from its inception and has interested himself in various civic and professional undertakings. He has spoken widely and written on educa-

tional topics and is well known in regional educational circles. He knows Girard College and understands boys and people in general. It is a pleasure for the writer to have this new association with Dr. Cooper.

Dr. Wilfred B. Wolcott, Jr., the Director of Secondary Education, and Mr. Emil Zarella, the Associate Director of Secondary Education, are both from metropolitan Philadelphia. Dr. Wolcott was educated at the William Penn Charter School and Princeton University with masters' degrees from both Princeton University and the University of Pennsylvania and a doctorate from the latter. His doctoral thesis was on the Background of the Educational Provisions of the Will of Stephen Girard. He also studied at Grenoble in France. He taught at the Tome School for three years and was department head and assistant headmaster at the Admiral Farragut Academy from 1933 to 1938. He taught foreign languages at Girard College from 1938, except for two years which he spent in editing and publishing a newspaper. He has been active in community work and has done much writing and some speaking. Mr. Zarella is a graduate of Girard College and the University of Pennsylvania and has done graduate work at the latter and at Temple University. He had varied business experience while an undergraduate at the University of Pennsylvania and since graduation from it in 1931 served Girard College in several positions, including the Senior Housemastership of Allen Hall, the dormitory of the graduating class, since its opening in 1937. He also did some part-time teaching in the Department of Business Education since 1945. He served on a Ration Board during the War and is now Vice-President of the Girard College Alumni. Both Dr. Wolcott and Mr. Zarella have demonstrated their competency in dealing with both boys and adults and in handling administrative detail.

To fill the position of Director of Elementary Education, a young man, Mr. John Houston, was brought from Massachusetts after careful search. A graduate of the high school at Medford, Massachusetts, Mr. Houston earned his expenses while studying at Boston University, where he was captain of the varsity swimming team, president of the student body, and editor of the college handbook. Mr. Houston is one of the relatively few men

greatly attracted to the important field of elementary education; he has worked in it since his graduation from college, except for a period of approximately two years during the War, when he served in the Navy. Except for this period, he was principal of a school in Wellesley, Massachusetts, from 1942 to 1949. Since graduation from college he has obtained the degree of Master of Education and is interested in pursuing work for a doctorate at the first opportunity. Mr. Malcolm J. Nicholson, the Associate Director of Elementary Education, is a native of Prince Edward Island, Canada, and a graduate of its Prince of Wales College and Normal School. He holds bachelor's and master's degrees from Dalhousie University, Halifax, Nova Scotia, and has pursued graduate work at Harvard, Yale, and Temple. He taught and served as principal in schools on Prince Edward Island and in Saskatchewan for three years before coming to Girard College in 1925 as a housemaster. For almost two decades he has been Senior Housemaster of the Junior School and House Group. In World War I he was a Lieutenant of Infantry in the Canadian Expeditionary Force and served during the latter part of the War in the Royal Air Force. Mr. Nicholson understands boy nature and is peculiarly gifted in his ability to manage younger boys.

Here is a group of experienced men of intelligence, character, and genuine promise. It is true that we are attempting a more ambitious program with a staff somewhat reduced in size. We hope, however, that the reorganized plan of administration will increase the effectiveness of those who are part of it and that we shall overcome the handicaps of being spread somewhat thin as a result of economies. Certainly, the response of all members of the combined staffs, and that of our fellow workers in the offices and in service departments, has been gratifying. With but few exceptions, they have brushed aside personal or departmental disappointments or differences of opinion to give full support and excellent assistance to the new program. Several have given promise of being of outstanding value through their ability to comprehend readily the new viewpoints and to fit efficiently into the swiftly revolving gears of the new machine.

The reorganization, as your Board and the administration and the staff have viewed it, is designed (1) to adjust the Girard

College program to present-day needs, (2) to enrich it for the students, and (3) to do both with the greatest possible economy. It is focused on the total life experience of the boy. In order that its provisions may be carried out effectively, personnel is thought of as being grouped horizontally (upper school, lower school), rather than vertically (school-household). Anyone dealing with a student of a given age will be concerned, therefore, with the whole boy, not just a part of him. This philosophy creates certain staff requirements and means that activities previously non-existent, or managed entirely by members of a single department, may, under given circumstances, become the responsibility of all members of upper or lower school faculties.

The administration feels free to ask members of any department to share certain duties, within the limits of normal working hours,—for instance, at the beginning and ending of long weekends and vacations, during emergencies and other unusual occasions, and in the supervision of extra-classroom activities. It believes that if such requests are reasonable in frequency, nature, and the consumption of time, and do not violate the integrity of the individual or of the teaching profession, as judged by comparison with requirements in boarding schools similar to Girard College, there will be a sympathetic response by the staff.

It is encouraging to note that our colleagues have faith in the present attempt to build a sound program and are willing to lend it the strength of their co-operative effort. Our joint task calls for the forgetfulness of self in a taxing but rewarding job, which asks from each of us his best.

There have been other organizational changes which should be recorded. At the suggestion of its Chairman, the name of your Board's Committee on Admission, Discipline, and Discharge was changed to Committee on Admissions and Student Relations, and the appropriate amendment made to the by-laws. At the same time, the name of one of the two departments under the purview of this committee was changed from Department of Admission and Discharge to Office of Admissions and Student Relations, and the title of its head, Mr. S. Herman Macy, was changed from Superintendent to Director, in line with present nomenclature at Girard College. A little earlier the Assistant Superintendent

of Admission and Discharge, Mr. G. Curtis Pritchard, was honored by being elected Secretary of your Board, beginning April 1. A study showed that a saving could be effected by discontinuing this position, and that we could avoid too much loss in our general accomplishment through a redistribution of work in the Office of Admissions and Student Relations. Mr. Macy, whose portfolio is rather bulky in its variety, will, therefore, carry on without his associate's help.

During the year the Business Manager consolidated his office by bringing into one area with him the groups working with the Assistant Business Manager and the Head of the Division of Domestic Economy. Mr. Alfred Moscariello, an alumnus of considerable experience and Secretary of the Girard Alumni for several years, has joined his staff as Office Manager.

There were several retirements in addition to those already mentioned. Mr. Charles T. Bardsley, Teacher of Shorthand, had been a faithful member of the staff since January, 1914. To fill his place, Mr. Jerre Eugene Gratz, a graduate of Shippensburg State Teachers College, was appointed to the Department of Business Education. Mr. Gratz is carrying some dormitory duties as a resident teacher. He is also assisting with the management of the Battalion, for during the War Mr. Gratz was made a platoon sergeant in the Marines on his nineteenth birthday and drilled men on Parris Island for some time before being transferred to combat. He was with the Marines on almost every island in the Pacific where there was extensive combat.

It is regrettable that three instructors had to retire early because of ill health. One was Mr. John P. Dunlevy, a member of our physical education and recreation group, who served effectively as Swimming Instructor since 1927. After a reorganization of the schedule Miss Edith Satterthwaite, a graduate of Westtown School and Temple University, who was a member of the Household Department as Governess and as Playground and Recreation Teacher from 1934 to 1946, was reappointed. There is general agreement among those who knew her previous work here that we are fortunate to have her return for work with our younger boys. A second retirement was that of Miss Mildred S. Benners, Teacher in the Elementary Schools, who became seri-

ously ill early in the year. She had been at Girard College for thirty years of active and energetic work. Her position was discontinued. The third retirement was that of Miss Beatrice Butt, Teacher in the Elementary Schools since 1920, who had been absent from her work for a year. In these and other cases of retirement caused by physical incapacitation, the retirement provisions made by your Board almost three decades ago are greatly appreciated. Death claimed two former staff members who had been retired only a few months before because of ill health: Mr. Jacob Martin, Instructor in Electricity, and Mrs. Ruth K. Stouder, a Governess.

When Mr. Sparks' position of Supervisor of Playgrounds and Recreation was discontinued, it was planned to take one of the remaining members of the group which handles athletics and physical education and place him in charge of this work without adding to the staff. Mr. Alford G. Otto, who had been with Girard College twenty-six years, was appointed to this position with the title of Director of Athletics. How well this work has fared under his direction can be learned from the section of this report headed "Athletics and Recreation." One of our recent economy measures discontinued the positions of the two Industrial Supervisors. One man who had served as Industrial Supervisor for two years was dropped, and Mr. John A. Small, who had been on the staff of the College for twenty-seven years, was transferred back to his former position of Playground Teacher. The transfer of Mr. Small necessitated the release of a junior member of Mr. Otto's staff.

When Mr. Zarella was named Associate Director of Secondary Education, Dr. William F. Zeil was transferred from Lafayette Hall to Allen Hall, beginning September 1. Dr. Zeil, who has been a Housemaster at Girard since 1942, is a native of Harrisburg and holds degrees from Villanova College and Webster University in Georgia. Dr. Zeil's services have been very satisfactory, and his talents are being put to even greater use in Allen Hall, where he has a broad understanding of the work with seniors.

One defect of our organization for which our reorganization offered some remedy was the fact that our Household staff in

some areas was spread out too thin. Banker, Bordeaux, Mariner, and Merchant Halls each have one Senior Housemaster and three other Housemasters, and a boy population of approximately 134. In this group of four halls, with a total student population of 536, there were four Teaching Housemasters within the total of sixteen Household officers. Each Teaching Housemaster had a considerably reduced roster of dormitory assignments in consideration of his teaching roster. Our successful wartime experiment of having regular Housemasters carry small teaching rosters with no reduction in the Household schedule was proof that we could strengthen our dormitory work by a realignment of duties without much additional cost and without undue hardship to those involved. Messrs. Charles T. Cunningham, George R. Dulebohn, Norman L. Jones, and Thomas B. McCloud changed their status at the beginning of the fall term, and the position of Teaching Housemaster has ceased to exist. This change, made to serve better the expanding program of household activities, is already showing good results.

Another innovation of the fall was the appointment of four Junior Housemasters. They are young alumni who are respectively attending Hahnemann Medical College, the University of Pennsylvania, La Salle College, and Temple University. They perform some household functions and help to solve the problem of our crowded study halls.

The writer is greatly indebted to the Board for working out with him the administrative reorganization as early as December of 1948, for in the light of the long discussions of the budget and income estimates in 1948, it became important to make an early beginning of intensive studies of Girard College operations in company with the Business Manager and those appointed to the new positions of administrative responsibility. It is, of course, true that we should face the future with humility while we are conscious of our pride in our past century. But the affairs of this largest of all boarding schools cannot be administered merely with humility. A great program of planning must precede the changes outlined in the following section, which we hope will insure progress in Girard's second century.

CHANGES IN PROGRAM AND SCHEDULE

It was generally agreed that the reorganized program beginning in the fall of 1949 was to be in no sense revolutionary and that it was to be conservatively aimed in the direction of (1) the better co-ordination of the entire life of the Girard boy, (2) an improved schedule for the day, week, and year to fit the needs of our boys at mid-century and the present-day geographical distribution of their homes, and (3) more economical operations and organization. Here was indeed a challenge demanding our best efforts and the most up-to-date methods of attack.

In recent years many educators have visited us to see what made Girard College tick. Learning from others is by no means a one-way street, so, spurred by the necessity of retrenchment and other reasons for reorganizing our program and schedule, four members of the administrative staff visited more than thirty other boarding schools this year, taking out time that previously they did not feel could be spared. Three quarters of these schools were visited by the President alone, or in company with Mr. Jamison. Dr. Cooper also shared several visits and in addition studied the operation of the remaining quarter, several times being accompanied by Dr. Wolcott. These trips also gave the President an opportunity to attend interesting dinner-meetings of alumni groups in New York, Washington, Chicago, Pittsburgh, and Boston.

The important purpose behind our administrative reorganization prompted a survey of our work, in general outlines and later in detail, as well as a study of educational and business procedures in other schools. As we had expected, procedures in other schools, foreign to our traditional operations, were frequently sound and, at the same time, more economical than ours. Suggestions were invited from our staff and our older boys and were painstakingly reviewed. Even when they were not new to us, practices employed elsewhere, or suggestions that were submitted by fellow Girardians, frequently confirmed ideas that we had thought were desirable to adopt.

The salient features of the new program and schedule will be discussed one by one without reference to the order of impor-

tance and with a few preliminary observations on how at least some of them are working out. They are the following:

(1) The placing of the last elementary grade with the next four grades (the four of the High School) under the direction of the Director and Associate Director of Secondary Education. This creates a five-year departmentalized upper, or secondary, school.

(2) The preservation, as far as possible, of three curricula to suit different abilities first instituted successfully about ten years ago, but the elimination of fourth sections of only a few boys each occasionally found in some grades.

(3) The elimination of recreation for upper school boys, except gymnasium and pool, during the formal school day, which closes forty-five minutes earlier than heretofore. This avoids the former unsatisfactory arrangement by which boys engaged in vigorous exercise in the same clothing in which they attended classes.

(4) An expansion of recreation opportunities through a rearrangement of activities and hours. There is now considerably more time for intramural athletics and for practice by inter-scholastic teams.

(5) Remedial work for forty-five to seventy-five minutes conducted by teachers immediately after the close of formal classes at 3:15 p.m. on Mondays, Wednesdays, and Fridays, and at 1:00 p.m. on Saturdays, for upper school boys needing it. This remedial work takes precedence over every other activity.

(6) The addition of two periods of French in the first High School grade (formerly the last elementary grade).

(7) The replacement of the former sixteen-period-a-week assignment of vocational specialization for juniors and seniors with twelve periods a week in the first curriculum, fifteen periods a week in the second curriculum, and nineteen periods a week in the third curriculum. Thus, the boys of the first curriculum who progress faster, or are more academic-minded, have less vocational work than heretofore; those of the second curriculum have approximately the same amount as heretofore; those of the third curriculum have more vocational work.

(8) The provision of more study time per subject, which

means an opportunity for more thorough and extensive preparation. There are now further opportunities for a boy to make up deficiencies. If even a younger boy does not or cannot complete his work in school, he can now bring it to his residence hall and complete it in his free time. Formerly, a teacher would hesitate to give such an assignment to be done in household time. That was assumed to be a school matter only. There was a tendency for each department to create a "professional ethics" situation and to practice the very gentle art of minding its own business.

(9) The scheduling of the Battalion drill period at a less crowded time on Saturday morning, which lengthens the period for change of clothing, assembly, drill, tactics class, etc.

(10) The withdrawal of Saturday as a general holiday and the substitution for it of a regular boarding school day of study (but no classes), drill, interscholastic athletics, intramural athletics, television, Library, swimming pool, occasional entertainment of boys' guests, off-campus privileges for special purposes, etc., with Saturday evenings set aside for movies, entertainments, class parties, dances, etc. On Saturday afternoons there are sometimes special athletic events. On one pleasant sunny Saturday in the autumn, for example, the students watched with keen interest two professional soccer teams play. They picked up many finer points of the game. After being told about such things as ball control and short, but accurate, passing, they were given a professional exhibition of these particular points of the game. We must, of course, guard against the besetting American disease of "spectatoritis", which makes its victim say in effect, "You put on a show, and I'll watch it!" Students are being encouraged to seek outlets for the enjoyment of leisure time right here on the campus in a good environment rather than being obliged to look for their fun in questionable environments elsewhere. In the past, some of our boys have viewed the College as a place to be tolerated between holidays. This led them to seek outlets for their diversified interests outside the College, and they made little effort to build a constructive program of interests here. To offset this, a drastic reorganization of the week-end schedule was effected. The Senior Housemasters have commented that the

general opinion among the students regarding the new schedule is favorable. Most of the boys find the new Saturday plan to their liking, but all feel that its continued success will depend on careful study and planning.

(11) The extension of the Sunday leave privilege (after 10:45 a.m.) to the fifth grade and above, with retention of other Sunday arrangements (chapel, church attendance privileges, etc.). In many respects Sunday appears to be a better day for this privilege than Saturday since more of the family are at home.

(12) The better adaptation of Sunday religious instruction to the age of the boys. Instead of two instruction groups, there are now three. The first group is made up of House Group boys, most of them in grades one and two. The second group includes all the lower sections of the Junior School (boys of sections one to eight and grades three and four). The third group is made up of sections nine to twelve and boys of Lafayette Hall (grades five and six). This new arrangement is a great improvement, although it requires more work for those directing it. The House Group boys, because of their ages, never derived full benefit from the Sunday religious instruction when mixed with 250 older Junior School boys. Now they receive the kind of instruction that is best suited to them. The older Elementary School boys have their second Sunday assembly at 7:15 p.m. under the leadership of Lafayette housemasters. The boys of this group enjoy the type of service they now have and also the change of time from afternoon to evening.

(13) The minimizing of the effect of the Student Work Program on recitation periods through a slight rearrangement of the morning and afternoon schedules. There has been no alteration of the luncheon arrangements.

(14) The opening of a student social center in Founder's Hall, including facilities for the sale of approved candy, ice cream, soft drinks, and other articles of small cost. Its opening in September under student management filled a very great need for all the boys. It is no longer necessary to go off the campus to get refreshments. Here the boys get most of the things they want and in a very much better atmosphere. The student center helps to make the College more self-sufficient. The faculty sponsorship

of Mr. Joll, and especially of Mr. MacGregor, in organizing and sustaining this project should be cited.

(15) The rearrangement of the Christmas vacation to include three week-ends and of the Easter vacation to include two week-ends, the innovation of a Thanksgiving week-end recess, and the elimination of the observance of all single legal holidays which do not fall in the summer, Thanksgiving, Christmas, and Easter periods. Operationally, these single holidays are wasteful, and the equivalent time can be allotted to vacation periods.

(16) The introduction of four holiday week-ends through the school year: (a) in the latter half of October; (b) at mid-year term-change, about February 1; (c) the first week-end of March; (d) the week-end of the last Saturday of May. This plan takes into account the distances from which an increased number of our boys now come—distances too great for a day's visit and yet well suited to a limited number of week-end visits. In general, this arrangement will result in our older boys spending more, rather than less, week-end time on the campus in a given year, but will give more, rather than fewer, boys opportunities to visit their homes. Approximately four-fifths of the boys went home for the October week-end and the Thanksgiving recess. An even greater number, of course, went home for the Christmas holidays. The general plan of vacations, holidays, and week-ends will improve our program and reduce the number of nonproductive (i.e. non-school) days of full operation, and yet alter little the number and nature of actual school days. This will save money, but of course we must be prepared to take care of some boys, as at present, with a satisfactory program throughout the entire year. Though the number of such boys is small, our responsibility for them cannot be abrogated or treated cavalierly in any desire to save money by curtailing services.

(17) The fostering of more genuine student participation in the management of some of our activities, the student center or store, the entertainment program, the expansion of student responsibility in residence halls. etc. In this connection, it is interesting to observe that the student council has broadened its outlook to include all phases of the daily life of the boys.

There is a story about the old lady who, in the early thirties.

expressed her feeling that it was a pity that a depression had to occur right in the middle of hard times. In a sense, it is a pity that the reorganized staff and administration must undertake a thrilling new educational program in the midst of economies. It is true that a more ambitious program is being attempted with a smaller group of adults. There is no denying the necessity of saving money by eliminating or curtailing some of our services, and it is well to face the fact that, while operating under a greatly restricted budget and maintaining the largest number of boys possible with a staff reduced in size, we cannot favor the incapable or below-average boy with special services to the extent that we have tried to do it in the last ten years. Moreover, in the direction of attitude, hard work, and conduct, we must so design considerations of free time and privileges as to convince the boy that here, as in later life, superior achievement and behavior receive their rewards.

Any conclusions concerning the impact of the new program upon the life of Girard College will necessarily have to be extremely cautious in this report written only four months after the program got under way. The program was originally presented to the staff and the student body as largely experimental. From the start, suggestions have been solicited and willingly offered. Acceptance of this experimental atmosphere has been effected with reasonable success because of the willingness of the administration to weigh these suggestions and the practices of other schools. Many of the boys entered with enthusiasm into the new situation and accepted the role of fellow-experimenters. Some exhibited a natural over-enthusiasm. A few were, at first, skeptical; they attempted to cling to old traditions. A very few have taken advantage of seemingly greater freedom to further selfish ends. In every school the task of supreme importance is to obtain student acceptance of responsibility for academic proficiency, social conformity, and moral stability. The inculcation of self-discipline is difficult. But to attempt anything less in the area of discipline is to follow the educational path of least resistance.

It is encouraging that the students like the changes that have been made, for very often good medicine is bitter. Our boys'

attitude is well expressed in the report of the Senior Housemaster of Banker Hall, from which the following excerpt is taken: "How has the Banker boy (I choose to think that he speaks for all boys) responded to the main facets of the new program? We have already said that he likes his new Saturday arrangement. He likes his new shower-bath time at the close of a session at the playgrounds. He likes his extra half-hour sleep on Saturdays and Sundays. He accepts, with a wisdom beyond his years, the increased opportunities for study. He even accepts remedial class and recognizes the spirit of helpfulness which brought these classes into being. He enjoys being one of the honor group which studies in the building. He likes and, in most cases, thrives under the lessening of the restrictions which formerly hampered his freedom of action. He appreciates his long week-ends and his longer holiday recesses. In short, to him Girard has become in a few short months a much better place to live in and to grow in. And that, after all, is the true test of the new program's worth."

ELEMENTARY EDUCATION

The most important change in our lower school setup last fall was the uniting of the Elementary Schools and their corresponding Household units under one supervision. The two departments had always been geographically close, but functionally too far apart. Of this more has been said in an earlier section of this report.

During the year the general routine in Lafayette Hall was made more flexible. Boys have a wide choice of activities. Perhaps the most effective method of improving morale has been the frequent meetings of Lafayette boys in the Junior School Auditorium to discuss various problems. In these meetings boys are given an opportunity to talk. In fact, they do most of the talking. The present status of morale in Lafayette Hall, which houses a so-called "difficult age" group, is a source of considerable satisfaction to us all.

Until this fall the boys of the lower school had no regularly appointed evening study period. A forty-five-minute study period

was introduced and has been scheduled shortly after the evening meal. It has aided boys in Lafayette Hall with deficiencies to maintain better grades and has served as a transition to the two-hour evening study period which these boys have when they are transferred to Banker or Merchant Hall.

The northeast corner room on the first floor of Lafayette Hall has been filled with eighty chairs, formerly in storage, and is now used as a television room. Along with the upper halls, this building received a television set from the Alumni. The furnishings of the four Lafayette section rooms have been equalized and improved.

The out-of-school activities of Junior School Building and House Group boys continued very much as in the previous year, although there were more changes than usual in their resident staff.

During the early spring of 1949 the younger boys participated in a project to buy books for "our school" at Caen. It was interesting to see them co-operating with their teachers and the Library in selecting and buying gift books for the French boys. They collected money, examined the books, and made their selections. Through the Library the books were bought at a discount. The gifts made a gay display with their bright jackets and artistic bookplates. There have been a number of intercultural projects. "The Interdependence of Nations and What That Can Mean to Girardians" became the theme. During United Nations Week flags of the nations and special posters provided by the 6B grade and the headquarters of the United Nations were displayed in the halls. Chapel talks emphasized friendly understanding among all peoples. Classes have been taken to the museums to study the contributions of other cultures to our way of life. Kodachrome slides of international art were obtained from the Eastern Arts Association. This exhibit of work done by children is sponsored by the American Red Cross to further understanding of how other children live. Some classes studied Christmas customs of other lands, and pupils of foreign background were encouraged to tell of traditional family customs. A traveling loan exhibit of foreign coins is planned.

The Assembly Committees of both the Junior School and the Middle School have been active. In the last four months of the year twelve programs were given by the younger boys. These have been simple, original, and, for the most part, an outgrowth of classroom activity. The members of the Middle School Assembly Committee have made a definite attempt to schedule a varied group of programs. They have included activities and selections which they felt would give enjoyment to the boys, add to their store of general information, and provide opportunities for experiences in effective speaking, singing, and acting before audiences. Programs meant to familiarize the boys with good literature and arouse a desire for reading good books were provided by the Librarians. Suitable educational films were obtained from outside sources. These helped to vary the programs and added to the boys' knowledge and vicarious experiences.

The Student Council this year has tried to help the boys in their daily living at the College rather than in their school life alone. In order to accomplish this, the number in the Student Council group has been increased so that representatives from each household unit and each class are included. A resident faculty member and a classroom faculty member work as co-sponsors.

Library instruction was given to thirty-three more classes this year than in 1948. At the close of each term the Peabody Library Information Test was administered to the 6B boys. Results show 8th-grade percentile rank and better for these pupils. Teachers are encouraged to follow the library lessons with library problems related to class work. Sending book collections to the classrooms has been continued.

Some lower school boys show definite talent in arts and crafts, and most of them love their art period even if the results they obtain are never noteworthy. This year some stress has been placed upon understanding the handwork of other nations and peoples as a part of the intercultural program. Some classes have worked on large charts, clearly lettered, setting forth the various functions of the United Nations and its organization. In the regular classroom the teachers have continued the art

activities to interpret and visualize the life and interests of the people studied in the "core" subject.

Since Stephen Girard's furniture has been restored and arranged in the Girard Room, each 4A class has been taken on a trip through Founder's Hall in connection with their study of Old Philadelphia and the life of Stephen Girard. The same classes make a study of our Girard Chapel as a part of their work on the life of the Greeks and Romans. These "gallery" talks have been given in addition to the regular art talks presented with slides and the use of colored reproductions of famous pictures.

An effort to stimulate greater interest in our science programs has been made. During November a three-day science exhibit and demonstration was staged. The teachers met at four o'clock for purposes of discussion and demonstration. The children were brought in at intervals for the same purpose. The enthusiasm of both groups was contagious. Much new science equipment and some new books relating to all phases of natural science have been received. There is a marked increase in the use of filmstrips. Last year a new machine was purchased for projecting filmstrips and Kodachrome slides. In the near future a new sound film projector will be needed. Our films are obtained from various sources. This year 135 films and 17 transcriptions were borrowed.

There are at present a goodly number of boys (approximately fifty-five in both schools, forty-five in the Middle and ten in the Junior School) who cannot graduate on time. This is, of course, unfortunate, because most boys hope to complete high school graduation and requirements. This cannot be done by most of these fifty-five boys, even with the new curricula provided in the last few years, either because of lack of capacity on their part to be accelerated or because of the requirement of the Girard Will that they leave Girard College at eighteen years of age. For financial reasons we are less well equipped than formerly to provide expensive special training for them. It is some consolation to recall the hundreds of Girard boys in the past who, though they did not qualify for diplomas, were greatly helped in their preparation for life with fewer than the full quota of years at Girard.

SECONDARY EDUCATION

The Director of Secondary Education believes that the new program has given boys "a greater opportunity for self-direction and self-responsibility. A boy has more time to study, more opportunity to obtain assistance, and more incentive to succeed. He also has more occasions when he may direct his own behavior, more chances to assume authority over activities, and more opportunities to initiate and to administer." We shall have to be sure, as he warns, that while under this stimulus the better boys go farther ahead, the poorest boys do not fall farther behind, both as students and citizens.

On the positive side, we have some encouraging examples of successful student self-direction, the student store and social center for one, and the student governing bodies at both the older and the younger levels. The student center, under the active direction of Messrs. Joll and MacGregor, has proved a splendid opportunity for student planning, operation, and control. It has helped not only those boys who have an active part—and that number is an impressive and ever-increasing one—but also the entire student body by giving them a demonstration of the sort of thing that can be done by students. The newly organized student governing body has had perhaps a less spectacular premier, but it holds within itself probably a greater potential for constructive self-government than any other single new organization. Actually, it is neither new nor single. It has evolved from past experience. It consists of two main divisions, with two major chambers and four principal committees in each. A total of nearly one hundred boys participate. With help from all the faculties Mr. Friedmann and Miss Sigmund have worked very effectively with the tenth to twelfth grades group and the eighth and ninth grades group, respectively.

An interesting student project is concerned with the double standard of English at Girard. A group of students, averaging about forty in number, meets weekly with Mr. MacGregor, at 8:00 a.m. to discuss proper English usage. Attendance is voluntary. The project is one under study by a committee appointed

by the President and gives promise of contributing to the general effort to strengthen self-respect through the acceptance and practice of a reasonably high code of manners and behavior.

The problem of manners is of constant concern to Miss McGhee, for she shares with Mr. MacGregor and others the belief that the whole "tone" of Girard College is lowered by crude and careless observance of generally accepted social customs. Part of this is due to ignorance, some to thoughtlessness, but much to an active and positive contempt for the code which polite society approves. In any school one boyish outlet for resentment is the disregard of customs, a safer outlet than the breaking of rules. The latter brings punishment for a specific violation. The former seldom brings more than a pained look or a word of warning.

We cannot fail to be impressed favorably by the records of our younger alumni in institutions of higher learning, but here at Girard itself the opinion is often voiced that our boys do not study as effectively as they should. Hours may be wasted. Boys may appear to be busy, but fail to get results. No help, it should be stated in passing, can be expected from study hall supervisors, who handle large groups, in the matter of giving instruction or of teaching better study practices. An investigation is therefore being made of what study techniques are believed by teachers to be most needed and most neglected. Most department heads commented in their reports upon the need for teaching our boys to make proper use of the greater time now available for study under the new program. A faculty committee will continue to work on this important problem.

The Head of the English Department, in discussing the part English plays in the curriculum, states that in his opinion the major purpose of the secondary school is teaching the fundamentals of knowledge. He stresses the importance of enrichment activities and the preparation of students for well-rounded lives, but feels that these objectives should not encroach upon the study of the basic elements of expression and understanding. He and the Director of Secondary Education both comment on the handicap resulting from our lack of clinical procedures in remedial reading, a new field, in which much good work and much medi-

ocre work have been done. We have not kept abreast of all developments in this field because of the traditional competition for time in our double curriculum. The tape recording machine, especially as it has provided opportunity for self-criticism, has been useful in oral English. Selected Girard boys have had extensive radio experience, including broadcasts on the Junior Town Meeting of the Air program, on the WCAU Career Forums program, and over the student radio station with its weekly assembly program. In television Girard took an active part in the "Operation Blackboard" programs. Three plays were presented during the year by the Dramatic Club of fifty-nine members, providing experience in acting, stage design and painting, lighting and scenery construction.

The Head of the Science Department states that the new program begun this fall has improved relations between boys and teachers, and he comments on the very real value of the enlarged remedial opportunities. He advises that vocational chemistry may be resumed even if the offering is limited in time. The Director of Admissions and Student Relations has commented so favorably on the course in that subject as an aid to placement, that it is now planned to give the course three afternoons a week next term to selected members of the S-2 Class. Several boys from the Science Department took part in the Philadelphia Junior Science Council, two serving as officers. Three boys placed in the talent search, two of whom have gone on to Drexel Institute of Technology and the Massachusetts Institute of Technology.

The work of the Mathematics Department, its Head reports, has been seriously affected by the presence of many low ability boys, with resultant difficulty in maintaining college entrance standards. He suggests that qualified students be permitted to take solid geometry, as well as trigonometry and algebra, in their senior terms. The creation of a five-year course of study is the principal problem confronting the Department of Social Studies, according to its senior teacher. Mr. Leydon expresses the satisfaction of the Foreign Language Department in the curriculum change which enables students to begin French in the eighth grade. As a result the better qualified students can

study French, a subject prescribed by our French founder, for a longer time than heretofore. He points with justifiable pride to the preparation given to former Girard students now studying abroad, in France, Italy, Switzerland, and England.

Mr. Hatcher regrets the losses which the Department of Mechanical Instruction has suffered under the policy of financial retrenchment. He feels that the release of one of the two teachers of mechanical drawing was especially unfortunate since it curtailed the teaching of blueprint reading, reduced the time for mechanical drawing by one third for all boys, and curtailed prevocational opportunities. Mr. Bowman reports that the Department of Business Education is keeping abreast of current vocational demands by means of a questionnaire which is being circulated among three hundred recent graduates of the department. This will reveal the difficulties they encountered in the early stages of their business careers and the specific duties required of them, and will also serve as a basis for revising the course of study. He comments favorably upon the increased opportunity for practical business experience afforded by the student store in selling, bookkeeping, and making contacts with older people. The departments of vocational education continue to co-operate in the guidance program, both in the prevocational or "try-out" experiences and in the career studies in the junior and senior years.

The Supervisor of Art Education comments with favor upon the continuity in art instruction which is being established under the new program. The work of the first six grades is continued by an elective course in arts and crafts in the eighth grade, as before. The new program provides elective art courses in both the ninth and tenth grades. The Supervisor hopes that art may continue to be offered in the junior and senior years as an elective. The Department of Music is maintaining high standards. The bands played in all the traditional College programs and appeared for outside groups at Penn Charter, at the Zoo, at the State Foremen's meeting, as well as at the Cultural Olympics, where the Concert Band received the Award of Merit by the unanimous vote of four judges. The Director is looking forward to more solo and ensemble participation at College functions.

Time remains the great problem, and a realistic and fair solution must eventually be found. The whole problem of competition for time needs continued study.

Colonel Hamilton reports that the first term under the new schedule has worked out very satisfactorily. Midway through the fall term the members of the 8B Class started preliminary military drill and have made good progress. This innovation is expected to reduce some of the problems of spring training in preparation for the Founder's Day review. The Battalion continues to serve the dual purpose of providing military training, found to be helpful to Girard boys during wartime, and of contributing to our general aims by teaching self-discipline, group-discipline, poise, and proper self-esteem. Though farther removed from the immediate and future needs of the boy, military instruction is a good parallel to our successful program of social instruction established a few years ago.

The social-instruction program is one of the brightest spots in our total educational plan. It is a vital aspect of student life and an important element in the preparation of our boys for their early years following graduation. There has been little or no change in the schedule of social affairs carried out this year, all of which met with the usual success. Three things contributed to this good record: the untiring efforts of a group of friendly and interested adult hosts and hostesses; our handsome ballroom, which is so much appreciated by the young folks; and personal interest on the part of the young men themselves, who show an ever-increasing alertness to their personal responsibilities as hosts and gentlemen.

A start has been made in drawing together the individuals engaged in the guidance activities of the upper school. Formal organization has been avoided until it has been determined in what area each contribution can best serve. Some of the tasks being carried on, for example, are the orientation of eighth and ninth grade students, aptitude and achievement testing, the improvement of study techniques, career forums, vocational trips to business and industry, and vocational education elections. Mr. Cunningham has been heading the program of educational guidance for college careers. He has instructed older boys in the

specific offerings of various institutions, directed them in taking qualifying and competitive examinations, and explored with them the possibilities of obtaining scholarships. Boys have become acquainted with typical examinations and instructed in techniques of answering questions under his direction and with the assistance of Mr. Kleiser and subject teachers. Mr. Macy continues to provide an indispensable link between Girard and institutions of advanced study. Mr. Cunningham has also taken over the collection of information concerning the personalities and characters of seniors, a task formerly supervised by the Office of Admissions and Student Relations. Mr. Kleiser continues to administer the extensive individual vocational guidance testing program.

Our boys should be guided to set up their own leisure time activity programs. Where we seem to be derelict is in providing the facilities for them to do so. The College lacks sponsored club activities in sufficient number. A case in point is the group of fifteen or more boys in Merchant and Banker Halls who wanted to organize an active Chemistry Club. The pursuit of this interest within their home unit was properly disallowed because of the fire hazard. Yet our splendid facilities for exercising their interest in chemistry in the High School were denied them, largely because our reduced staff could provide no club sponsor. We run the risk of making boys too sports-minded; club activities wield a cultural influence. It behooves us to do more in this field than we are now doing.

An innovation in entertainment came through the installation of television sets in the five upper houses. These sets were contributed by the Girard College Alumni, with about half the expense borne by the boys themselves. Students have derived much pleasure from television. One Senior Housemaster writes, "The television is growing in interest and caliber of programs, and if the interest of our boys keeps apace with that, it may be necessary to provide additional sets or exchange the present sets for ones with larger screens." The inference here is that the present screens are too small to accommodate the large groups of boys who watch some programs.

For the boys the Sunday leave privilege is a welcomed change. In many respects, Sunday is more desirable than Saturday as a

free day off campus. Even with the extension of the five-day week in industry, many parents and relatives are occupied on Saturday. Sunday finds most of them at home, and the boys who spend Sunday there have a more satisfying family experience.

The Student Work Program, which moves ahead satisfactorily, is a complex business. It calls for intelligence and finesse; hence the necessity of having a supervisor who possesses a broad knowledge of boy nature and some command of educational techniques. Since the techniques used in many phases of our program are a carry-over from a period which was not concerned with boy help, we must be alert to any endeavor to over-extend it and be ready to adopt innovations which will enhance its proficiency. It is interesting to note that twenty upper school boys are assigned each week to the Junior School Building and fifty-five to the Dining and Service Building. Forty-five waiters also operate in the Dining and Service Building each week. This makes a total of one hundred and twenty boys required to carry out a kitchen and dining-room program, or one-fifth of our upper school enrollment.

Progress in co-ordinating the work of the two faculty groups in the upper school moves forward slowly, but the earnestness and zeal with which the task has been undertaken by the members of the two groups are both encouraging and gratifying. The administration is indeed appreciative of their efforts and accomplishments in this direction.

ATHLETICS AND RECREATION

One of the most important phases of our work in physical education and recreation is the organization and promotion of interscholastic and intramural athletics. The College has been represented interscholastically by first and second teams in basketball, track, swimming, baseball, soccer, gymnastics, and fencing. They played in competition with teams of William Penn Charter School, Germantown Academy, Williamson Trade School, Hill School, Westtown School, Episcopal Academy, Pennsylvania School for the Deaf, Friends' Select School, Friends' Central School, Haverford School, Valley Forge Military Academy, Lawrenceville School, Hershey School, eleven Philadelphia High

Schools (West Philadelphia, John Bartram, Olney, Southern, Northeast, Northeast Catholic, Simon Gratz, Temple, St. Joseph, Germantown, and Dobbins), with those of Allentown and Lower Merion, and with the Freshman and Junior Varsity teams of several colleges (Swarthmore College, University of Pennsylvania, Drexel Institute of Technology, United States Naval Academy, Lehigh University, LaSalle College, West Chester State Teachers College, and Temple University). This is an excellent and varied list of institutions for athletic competition.

A total of 115 boys reported for the final soccer eliminations; out of these 50 boys were selected for the squad. The team won nine games and tied one. The outstanding soccer record made this season qualified our team for the semifinal contests for the city and suburban championship. The defeat of the Haverford Township Senior High School, the suburban champions, by a 3-to-1 score, made the team eligible to play Northeast High School, city high school champions, in the finals. This game was closely contested and the most exciting game of the year. In the last five minutes of play Northeast achieved a 3-to-1 victory over Girard. Two of our boys were chosen for the All-Star-Team final intercity game with New York All-Stars, and five were named on the Greater Philadelphia and Suburban Independent All-Star Team. A younger group of the squad completed a Junior Varsity schedule, playing five games with Lower Merion, Olney High School, Episcopal Academy, Penn Charter, and West Chester State Teachers College Junior Varsity teams and winning four. The eighth and ninth grades also had a season of soccer and came through undefeated. They played Ardmore, Bala-Cynwyd, and Upper Darby Junior High Schools in a five-game schedule. This squad consisted of about forty boys, who were also actively engaged in class games.

The Gymnastic Team engaged in nine meets, of which they won six and lost three. This is a satisfactory outcome because the competition was with the best interscholastic teams in this area. The team carried a varsity squad of fifty-eight boys and also twenty boys of the seventh and eighth grades. The Swimming Team opened its season with great prospects of a successful season, but was later obliged to cancel seven meets. On the

advice of the College Physician, both pools were closed for a period of two and a half months in order to prevent a possible epidemic of colds. This was, of course, a great disappointment to our Junior and Senior Swimming Teams of the 1949 season.

The Basketball Team played twelve games, of which it won four and lost eight. Two games required overtime periods and were lost by only one point each. It is also interesting to note that our opponents' score for the season was 562, while Girard's final score was 534. One new school was added to our basketball schedule, the Hershey Industrial School. The Baseball Team made a satisfactory record with nine games played, winning five and losing four, in spite of the lack of practice time. The new program, which was not operative until after the 1949 baseball season, will offer more practice time for all teams, and we are hopeful of better results. We now have five full afternoons and a part of one out of a six-day school week for practice and scheduled games in all sports for boys with no scholastic deficiencies. Twenty-seven boys made up the baseball squad.

The track squad of sixty-three boys engaged in only four meets because of bad weather conditions, which caused a number of postponements and cancellations. Two of the four meets were won by Girard. Our schedule had already been reduced in size this year, since special emphasis was placed on inter-class competition in order to extend the benefits of track to a much larger group. This plan worked satisfactorily, and will probably be continued in 1950. The Fencing Team had an irregular season, but its record was not entirely unsatisfactory, for of its eleven meets it won five. Three of the meets lost were very close, and two were lost by one point each.

Intramural sports are less spectacular, but more important than the contests involving other institutions, because they provide recreation and exercise for a large number of boys. With the new daily schedule our program of intramural sports has been greatly developed this fall under the supervision and encouragement of Messrs. Yotey, Cunningham, Shuster, and Henry Jones, as well as by the Director of Athletics and his staff. In Allen, Bordeaux, and Mariner Halls members of the six upper classes not engaged in interscholastic competition were organized into teams of

twenty boys each, which means that over one-half of the group in each hall is engaged in intramural competition. Each team has played twenty games in soccer the past season. The spirit of rivalry has been keen. The athletic program of Merchant and Banker Halls aimed at 100% student participation since the boys in these buildings are younger and are not on school teams. Teams were organized in accordance with individual abilities in order to assure even competition. In 1949 the boys of Merchant and Banker played 375 basketball games, 166 baseball games, and 281 soccer games. The Girard boy is certainly not being deprived of athletic opportunities. Lower school intramural sports are, of course, carried on less formally and on more of a casual basis.

The work in Corrective Gymnastics has been continued in 1949. One hundred and sixty-nine boys have been under treatment this year, of whom sixty-three have been discharged as needing no further specialized exercise. All boys on the restricted list prepared by the Director of the Health Service continue to be under the supervision of the Teacher of Corrective Gymnastics.

Messrs. Diamant, Dunkle, and Severy have kept alive the interest in Scouting. Mr. George B. Diamant was again Chairman of the Southern Districts Camping and Activities Program Committee and, also, Camp Chief at the Camporee held at the Training Area, where some 800 boys were in attendance. Girard Boy Scouts have taken hikes to the Scout Triangle, Wanamaker Estate Training Area, Pennypack Park, Zoological Gardens, Fairview Village, Fox Chase, Flat Rock Dam, and two troops had week-end hikes to the Breyer Training Area, where they slept in tents and prepared their own food. Many short hikes were taken to points of interest within the city.

In all recreational activities, including Scouting, we have had problems of time, space, and manpower. The double curriculum at Girard allows less free time for such interests than the usual school course; and the tightness of the schedule, even in its considerably improved form inaugurated in the fall of 1949, often sets up a time competition that forces a choice between two excellent activities, both of which might well be elected. Space, which affects especially intramural athletics and recreational play at Girard, is less per boy than at other independent boarding and

day schools. In most professional departments of the College, manpower is a problem. Curtailment of personnel, necessitated by higher costs, has spread the staff thin. The writer of this report is gratified by the manner in which the various staff groups are meeting these problems of time, space, and manpower, and by the intelligent and devoted attention given them by his administrative colleagues.

LIBRARY SERVICE

The Girard College Library is an unusual feature of our educational program. In respect to physical accommodations, type and number of volumes, staff, services, and future potentialities, it does not suffer when compared with similar facilities in other schools and most small colleges.

Good boarding schools seem to be stepping up library tempo and moving towards the already widely accepted position that the library is the hub of the school. Some study of their curricular use of reference materials has already been made and will be widened in the future. That the Girard College Library furnish the highest type of educational service possible is a constant concern of both the administration and the Library staff itself.

In the second half of the year the Library had to forego the services of the Librarian, Miss Hazel Erchinger, because of her illness; but her staff, with the help of substitutes, have carried on effectively in her absence. The summary of Library statistics for the year is presented in the Appendix H. In addition to the statistics which this summary shows, our Library participates in an interlibrary loan service, which is nationwide. Last year, in addition to exchanges with the college libraries of Franklin and Marshall, Harvard, Pennsylvania, Princeton, Swarthmore, Temple, and Villanova, we interchanged books and pamphlets with Holiday Magazine, the Department of Agriculture, and the Library of Congress, to mention only a few, and with points as far distant as Kansas, Texas, and North Carolina.

Research in connection with the papers of Stephen Girard is, of necessity, a painstaking piece of work. This last year the President of the Reading Railroad had reason to check with the Girard papers in connection with early railroad engineering.

Stephen Girard was the financial backer of the two early railroads, the Schuylkill Navigation Company and the Danville & Pottsville Railroad, which later merged into the Reading Railroad. In another instance the Girard papers were examined in connection with some research on the history of the iron industry for the Pennsylvania Historical and Museum Commission, and a third was interested in the history of labor in Pennsylvania prior to 1840 and in securing data on wages. A fourth investigator, who checked some earlier studies, wrote: "Please convey my thanks to the Board for opening to me the Girard records. I was able to check the materials which I previously used and also discovered that some of the early papers gave me some new, valuable material on the way in which merchants operated during the period of the worst depreciation of continental currency. The collection is a particularly valuable one for students of the Revolution and early Nationalist periods."

We are trying to work out a plan for microfilming the Girard papers without expense to the College. In these efforts the State Historian of Pennsylvania, Dr. S. K. Stevens, is proving to be of considerable assistance.

THE HEALTH SERVICE

Rheumatic infection continues to be the most serious of our health problems. In the month of January, 1949, one boy died of this disease. Two boys were ill with anterior poliomyelitis while on their summer vacations, and at about the same time a third boy gave evidence of bone tuberculosis. The only illnesses reaching epidemic proportions were virus influenza in January and February and toward spring a fairly large number of cases of pertussis, a rare condition in Girard College, perhaps because of the high incidence in the community among infants and preschool age children. In general, however, the health of the students during the year was above the average.

The professional and nursing staffs continued to serve on a high professional level. The Infirmary has been fortunate in the installation of a new electric elevator, replacing one which was worn out.

The statistical report for 1949 appears as Appendix F.

THE DEPARTMENT OF STUDENT PERSONNEL

Miss Ruth E. Jones resigned as Assistant to the Director in September to take a position with the State Department as a teacher of children of the Army personnel in Germany. She was replaced by Mrs. Inga Rest Pickering, formerly an assistant in the Psychology Department of the University of Pennsylvania, who has completed most of the requirements for her Master's degree.

The admission examination procedure has remained essentially the same as last year. The results of the re-examinations this year showed a higher rate of acceptance and a lower rate of declination than last year. Re-examinations are valuable because they permit more reliable recommendations in borderline cases.

During the course of the year, fifty-two of our boys were given special tests to assist in solving individual problems. Many of these were seniors, who came in to ask that they be given an interest test to help them in their vocational plans. Others were given school achievement tests, personality tests, and ability tests. In each case the tests used depended upon the special circumstances.

In the course of vocational testing, the Wren Study Habits Inventory was given this year, and the results show a great amount of variability among the boys in their study methods and habits, ranging from very good to extremely poor. In an effort to attack this problem, Mr. Kleiser composed and mimeographed a set of study hints outlining effective methods of learning based on experimental data, but explained in simple terms. Mr. Maillardet has recently incorporated this material in his guidance course at the eighth-grade level, and it has been used in counseling individual cases at higher levels. In passing, it may be noted that although general guidance procedures are better co-ordinated than they were some years ago, there is still room for further improvement in this direction.

The corrective speech work has followed much the same pattern as last year. The stutterers in the lower school were handled in small groups, 172 group lessons being given. The articulatory cases were handled individually, and 624 lessons were given. The four upper school cases were given 160 lessons by the Director.

The Remedial Class was discontinued in June as an economy measure. Six boys were enrolled in the class at the beginning of the year, and there were eight boys in it when it was disbanded in June. During the year twenty boys were admitted to the class, eighteen boys were returned to regular classes, and two were separated from the College. Sixteen of the boys came to the class for academic help, and four for faulty attitude and poor social adjustment. Ten of the boys came for part-time instruction in either reading or arithmetic. In most of these cases the individual help given resulted in marked progress in overcoming these deficiencies.

The Director is impressed with the fact that the greatest single weakness in our present organization is the situation in the upper houses, where four housemasters in each house, some of whom may be off duty, are responsible for about one hundred and thirty boys. Solution for this situation looks toward the time when responsibility in the household is more individualized, the function changed to one of guidance, and by having more of our staff live on the campus.

The Director comments: "The Department has been impressed by the notable improvements accomplished since the reorganization last fall. The breakup of routine procedures, the increase in individual treatment, the improved schedule, the reorganization of student government, the establishment of the Student Center, and so on, seem to be reflected in the feelings and attitude of the student body."

OFFICE OF ADMISSIONS AND STUDENT RELATIONS

For a variety of reasons the office of the College long known as the Department of Admission and Discharge was officially renamed in April of this year the Office of Admissions and Student Relations. At about the same time it lost the services of the former Assistant Superintendent, Mr. G. Curtis Pritchard, whom your Board elected as its secretary. Since he has not been replaced because of the necessity of effecting economies, there has been quite naturally some curtailment of the placement and follow-up services. While the office continues to call employment

opportunities for experienced employees to the attention of older alumni who are known to be available and maintains the use of all previous methods for creating a demand for Girard-trained employees, emphasis in placement is, naturally, upon the effort to satisfy the immediate needs of the members of the graduating classes.

During 1949 the applications for admissions were much more in line with pre-Centennial years. They were fewer than in either 1947 or 1948. As of this date (December 31, 1949) there are 279 applicants on the waiting list, including 219 Pennsylvania-born boys and 60 from outside the state, as contrasted with 367 a year earlier, including 243 Pennsylvania-born boys and 124 from outside Pennsylvania. The county distribution of applications shows the largest drop to be in and near Philadelphia. From this area 115 were registered in 1949, 163 in 1948, and 141 in 1947. The sharp reduction in number of non-Pennsylvania-born applicants registered during 1949 conclusively shows the temporary effects of widespread public notice given the Centennial. They were not lasting, even in neighboring New Jersey and New York.

The 277 new applications registered this year, including those of 227 Pennsylvania-born boys and 50 born outside the state, make an interesting contrast with the 469, 316, and 153 respectively for 1948, the 336, 255, and 81 for 1947, and the 218, 195, and 23 for 1946.

The 227 Pennsylvania-born applicants of 1949 contrast with 243, 202, 195, 255, and 316 respectively of 1944 to 1948. The 90 Philadelphia-born applicants within the Pennsylvania group contrast with 104, 78, 77, 110, and 138 respectively of 1944 to 1948, inclusive.

One hundred and thirty-two or 73.7% of those who left Girard during 1949 successfully completed the requirements for graduation. This is a figure which should please us. It is not generally known that there are more boys than girls in our American population. Such is the case, however, and in one recent year there were 105 boys for every 100 girls enrolled in the elementary grades of American schools. However, in the same year there were only 86 boys for every 100 girls enrolled

in the secondary schools of the country. The relative mortality of the male population in schools is interesting in the light of retention figures at Girard College. An earlier report explains our very favorable situation in this respect.

Job placement of our graduates and their admission to institutions of higher learning continue to challenge us. Early in 1949, the labor market had become saturated. This was caused not so much by fewer job opportunities as by the marked increase in the number of job seekers, particularly in mechanical pursuits. A number of the trade-trained boys of the January, 1949 class found it necessary to take semiclerical positions, and more of those finishing in June did the same. There was an under-supply of boys trained for clerical jobs.

A large number of Girard alumni just completing college courses returned to this office for counsel and placement. It was gratifying to us to learn that our technique and placement contacts were helpful to them. We were likewise greatly pleased to learn, through business representatives and plant superintendents, that the university graduate with a Girard College background was found to be a superior employee.

The employment outlook for 1950 is not too encouraging, especially in the mechanical field. The curtailment of placement activities, effected as an economy measure, may work undue hardship upon our alumni, particularly the recent graduates, should the present trend continue.

Under the reorganization of his department as the Office of Admissions and Student Relations, its former Superintendent, Mr. S. Herman Macy, became its Director. He also retained his chairmanship of the Committee on Review, which continues its important function. One hundred and seventy-six recommendations, involving ninety-two students, were made during 1949. Since September the Committee membership has been as follows: Dr. E. Newbold Cooper, Dr. Wilfred B. Wolcott, Jr., Mr. Emil Zarella, Mr. John Houston, Mr. Malcolm J. Nicholson, Mr. Creel W. Hatcher, Mr. Alford G. Otto, and Mr. Macy. Mr. John R. Kleiser assisted as advisor to the committee.

It may be of some interest to note that of the 1307 students on our rolls on December 31, 1949, 1179 had homes in Penn-

sylvania, including 519 with homes in Philadelphia County. The remaining 128 boys resided outside Pennsylvania. These included 69 from New Jersey, 17 from New York, 8 from Maryland, 6 each from Ohio and Virginia, 4 from Washington, D. C., 3 each from Delaware, Illinois, Massachusetts, and Michigan, and 1 each from California, Connecticut, Minnesota, South Dakota, Tennessee, and West Virginia.

The 1179 boys with Pennsylvania residences compare with 1210 a year earlier (December 31, 1948), the 519 with Philadelphia residences compare with 531 of a year earlier, and the 128 with residences outside Pennsylvania compare with 96 of a year earlier. The foregoing statements refer to the residences of the boys' next of kin and not to the birthplaces of the boys themselves.

The birthplace statistics are as follows: the 1179 boys with birthplaces in Pennsylvania as of December 31, 1949 (the figure happens to be the same as the number of boys with Pennsylvania residences on this date), compare with 1224 a year earlier (December 31, 1948), the 532 who were born in Philadelphia compare with 556 of a year earlier, and the 128 with birthplaces outside Pennsylvania compare with 82 of a year earlier. The 128 boys with birthplaces outside Pennsylvania who were on the rolls as of December 31, 1949, include 51 with birthplaces in New Jersey, 20 in New York, 9 in Maryland, 8 each in Ohio and Washington, D. C., 6 in Delaware, 4 each in California and Florida, 3 in Massachusetts, 2 each in Michigan and Virginia, and 1 each in Alabama, Illinois, Kentucky, Minnesota, New Mexico, South Carolina, South Dakota, Texas, Vermont, the Virgin Islands, and Wisconsin.

ALUMNI

During the year under review the Alumni Fund for Girard College was inaugurated. For a decade or more there has been a growing interest in the College on the part of both individual alumni and alumni groups, and the development of interest in needs of the College was considerably accelerated by the Centennial celebration. This very gratifying situation naturally re-

sulted in having some projects sponsored by individual alumni groups, every one of which was in the interest of our boys. For the support of some of these projects, efforts were made by alumni to obtain money from a sizable and widely spread number of fellow alumni. In order to avoid a wearisome number of appeals, and, at the same time, to give every proper consideration to laudable efforts sponsored by the several alumni groups, it was suggested that a representative body, small in number, of alumni and the administrative staff of the College be formed. As a result, at the beginning of this year a Council for Alumni-College Affairs was set up.

This Council, as approved by the Board of Governors of the Alumni and the administration of the College, consists of the President of the Alumni, the President of the College, and five others appointed by them: Messrs. E. Newbold Cooper, John C. Donecker, William Gauer, S. Herman Macy, and George F. Norton.

Many proposals were considered. The Council approved a plan suggested by the alumni organization to initiate an annual Alumni-Giving Program to provide modest sums for some projects that cannot be included in the budget of the College. The President of the Alumni, Mr. William Jamison, appointed a chairman and other members of an Alumni Fund for Girard College Committee. The Council for Alumni-College Affairs recognizes its obligations to fulfill the desires of those alumni who wish to assist their younger brothers who are undergraduates or recent graduates of Girard.

The President of the College takes this opportunity to commend the loyalty of its alumni and to express his gratification because of their continued interest. In previous years he has never had an opportunity to visit more than one or two alumni groups outside of Philadelphia, but, because of the necessity of visiting approximately thirty schools prior to the reorganization of the administrative staff, he has had the opportunity to meet at dinner meetings alumni groups of considerable size in New York, Washington, Chicago, Pittsburgh, and Boston during the school year 1948-1949. The President and other officers of the alumni

organization and officers of the College have also found it possible to visit alumni groups in other cities.

The Director of the Office of Admissions and Student Relations has again assembled the grades made by a large number of our graduates at colleges and universities during the spring semester, including a few whose Girard records made it impossible to recommend their admission to these institutions. From the registrars of institutions which alumni were then attending, he was able to obtain the records of 294. Of the 1445 grades, 58.4% were either "A's" or "B's." The remaining grades, also passing, were "C's" or "D's," except 1.5%, which were below passing. Since only 8.5% were "D's," it is to be noted that only 10% were under "C" and that 90% were higher than the lowest passing grade. This is again a record in which we have every reason to take pride.

The 294 Girard College graduates whose records Mr. Macy was able to obtain were in attendance at 91 American institutions of higher learning, including the University of Hawaii. The colleges and universities having the largest number of our alumni are the following:

Temple University	52
University of Pennsylvania	39
Pennsylvania State College	32
Drexel Institute	16
La Salle College	11

Six attended the University of Maryland, and the same number the West Chester State Teachers College. There were five each at Albright College, Bucknell University, the University of Scranton, and the University of Southern California; four each at Dickinson College, Lehigh University, the Philadelphia Museum School of Industrial Art, and the University of Pittsburgh; and three each at Cornell University, Juniata College, and St. Joseph's College. One or two alumni were in attendance at each of a number of other institutions, including Boston University, Bowdoin College, University of Buffalo, California Polytechnic, Carnegie Institute, University of Chicago, Clark University, the University of Denver, Franklin and Marshall College, Gettysburg College, Guilford College, Harvard College, Haverford College, Johns Hopkins

University, University of Indiana, Iowa Wesleyan College, Jefferson Medical College, University of Kentucky, Kenyon College, Lafayette College, Louisiana State University, Massachusetts Institute of Technology, University of Michigan, Muhlenberg College, University of New Mexico, New York Medical College, New York University, Ohio University, University of Rochester, Rutgers University, St. Lawrence University, San Diego State College, Swarthmore College, University of Tennessee, University of Texas, Texas Agricultural and Mechanical College, United States Naval Academy at Annapolis, University of Virginia, Wake Forest College, University of Washington, Wheaton College, the College of William and Mary, and the University of Wisconsin.

It is probably in order to take some notice of the scholarship assistance of various types that is available to our boys. For several years we have tried to enlarge this aid for our younger alumni, and some of our efforts have been successful. They appear among the following:

Scholarships carrying full tuition and fees are held by four boys at major universities. Two boys at the United States Naval Academy at Annapolis have complete scholarships, of course. Another, registered in a University Naval R.O.T.C. course, receives help equivalent to \$650 per annum. Fourteen alumni registered at various institutions have partial scholarships or better. In a different category are the athletic scholarships covering tuition and sometimes board and room held by eight young Girardians at four institutions. One alumnus has a teaching fellowship at a technical institution and a second a laboratory assistantship, each paying about \$1000 per annum. Another has a Social Science Research Fellowship for study in India. Graduate fellowships with excellent stipends are held by Girardians in three universities. A Fulbright Scholarship paying \$1950 and transportation expenses has taken one gifted alumnus to France, and another has obtained a Fulbright for next year. An Italian scholarship has provided one alumnus with a year's study in Italy.

The foregoing refers only to outside scholarship assistance. Very important, of course, are the funds provided by several

minor trusts under the direction of your Board. During the two years 1948 and 1949, one hundred and four scholarship grants, ranging from \$30 to \$475 each, were made to alumni by your Committee on Minor Trusts. Since the total amount of the grants was \$13,230, the average of the 104 grants was \$127.21 each. The median grant was \$100. In the same period of two years the Alumni Loan Fund, which is now part of the Alumni Fund for Girard College, made seventy-one loans totalling \$6952, an average of \$97.92 each.

PUBLIC RELATIONS

The usual public relations activities have been continued during this first post-Centennial year. A number of organizations have visited the College. Early in December, for example, on a Saturday afternoon and evening about 400 members of the Eastern Pennsylvania Foremen's Clubs Association met at the College for their annual winter conference. Beginning at one o'clock there were two meetings, followed by a conducted tour of Girard College, which gave ample opportunity to observe our shops and our facilities for vocational training, guidance, and placement in action. A catered dinner in the Armory concluded the meetings. The arrangements were made by Mr. Stanley Bateman, representing the Association, and Mr. S. Herman Macy.

The United States Army made a Girard College film, which your Board viewed last spring with considerable interest. It is a black and white sound film, for use in occupied countries, which can be shown in a maximum of twelve minutes. Normally, the sound track will be translated into the language of the area where it is shown,—German, Japanese, or Korean. A few copies of the film have been prepared in English, and the Army has presented one of them to us. The Army made the film in the fall of 1948 to show what can happen in a democracy under a system of private enterprise and to exhibit what it considers one of the best examples of American education on the school level. This is all part of a program of public information on the United States.

The technicolor film sponsored by the alumni still enjoys a

consistent demand. It was shown to hundreds of audiences prior to the Centennial celebration in May, 1948, and, following the celebration, numerous requests for it were received, particularly in the Philadelphia area, in a program very successfully carried on under the auspices of the alumni. Since the beginning of 1949 there has been a further surprising demand for the film, and it has been made available to organizations with the understanding that they would provide their own equipment for showing the picture. During the spring months the film was used by seventy-two organizations in the Philadelphia area, averaging from ten to fifteen showings per month. This, naturally, kept one copy of the film in constant use. A second copy was retained by the alumni of New Jersey for showing in that area. A third copy was retained in Pottsville. The remaining three films, which are almost worn out, have been used in Pennsylvania areas outside Philadelphia, such as Allentown, Birdsboro, Easton, Harrisburg, Milton, Pittsburgh, Pottstown, Reading, and York, and, also, in Washington, D. C., Detroit, Michigan, Chicago, Illinois, St. Louis, Missouri, Los Angeles and San Francisco, California, at a few points in Massachusetts, and even in England, where we had an exchange teacher. It is expected that we shall have continued use for the film. Again we wish to express our deep appreciation of the contributions of money and time made by a considerable number of alumni in sponsoring the film and in showing it to so many audiences.

In the spring of the year the *Proceedings of the Girard College Centennial* came from the press. Copies were sent to those who would be most interested. The Centennial has had some interesting aftereffects. For example, a rebirth of interest in Stephen Girard and those associated with him led to the restoration of a plaster bust of the Marquis de Lafayette which had been stored in the old Second United States Bank building on Third Street. It is now exhibited in Founder's Hall. Mr. George A. Shuster, Instructor in Foundry, restored broken sections of its nose, lapels, and epaulettes, and even antiqued the bronze coating which he gave it. This restoration has given us an exceedingly fine piece, which was evidently done by an excellent sculptor. The face and head merit considerable study.

Another interesting aftermath of the Centennial, and of the publicity which it brought to the College, is referred to in a letter from an alumnus in Florida, who wrote:

"A tangible result of the centennial has been a better understanding of Girard College by members of the social work profession. Both here and at conferences I have been deluged with questions as soon as it became known that I am a Girardian. More of them are willing to make an exception of Girard College in their traditional hostility to institutional care than was the case seven or eight years ago."

THE SUMMER SCHOOL AND CAMP

Owing to the pressures of economy, the summer of 1949 brought some drastic changes in our formerly comprehensive program. Tutoring was eliminated. With a reduced staff, attention was centered in the work of the Summer Activities School. Even certain curtailments in this program were necessitated by the demands of economy. The summer session, however, was a stimulating, happy, and profitable experience for the boys who shared in it.

The summer was unusually hot, but the weather did not seem to affect the boys' co-operation and spirit. The teachers in the enrichment program this summer had had several years' experience at Girard College. As in previous years the primary emphasis was on meeting the individual needs and interests of the boys. Methods of teaching that were fitted to the individual as well as to the group were utilized. The teachers were not concerned primarily with mastery of knowledge and skill, but rather with providing experiences and developing attitudes and interests. Appendix C provides a list of Summer School teachers, and Appendix G shows the number of boys in attendance at the Summer School and at the Girard College Camp during each third of the summer vacation period. The staff of the Camp is listed in Appendix D.

The program of the Summer School differs from the program

of the regular school in that, during the former, achievement becomes a concomitant of recreation rather than a primary goal. The tensions of "making the grade" are relaxed. Instead of a numerical or alphabetical mark, a completed project, a "win" at a game, or an original poem or song becomes the criterion of successful participation.

In miniature, the Summer School offers many of the individual problems of the regular school year. For example, one boy, who is quite young, was decidedly unpopular with his playmates in summer activities. This was especially noticeable during the indoor games period. In an attempt to discover the cause, the teacher of the group arranged to play some of the games with the boy. The cause of the unpopularity was soon obvious. The boy had little sense of fair play. He would "accidentally" shake the table to move a ball or cough in an attempt to blow a ball in the desired direction. His disposition seemed to explode when he lost. Talks on fair play, immediate checking of any attempt at unfairness, and close observation of his games with other boys began to produce results. Although there is no guarantee that the "cure" is permanent, at least he was learning to adjust himself to the group and was becoming acceptable to them.

The Girard College Camp has reached its majority, for this was its twenty-first year in operation. Unfortunately, it was not a good year, because the spring and summer were dry and the lake low in water. The first group had only two swims for their entire stay in camp. The second group fared much better and the last group did not miss any swims at all. As a result of the lowered lake level, the boats and canoes took a lot of punishment from the rocks and rough bottom. Since boating and canoeing make one of the more popular activities, we must increase the number of boats and canoes. Hiking was greatly curtailed by the dry weather and the fire hazards prevented two-day hikes in accordance with the advice of the State Fire Warden. Chief camp activities were badminton, sling-shot making, pioneering, zell-ball, ping-pong, horseshoe pitching, archery, and construction projects. Fishing, one of the most popular activities, was not good this year.

Saturday, July 30, was Alumni Day at the Camp. There were about two hundred and fifty Girardians present as visitors. The Superintendent of the Camp hopes that Alumni Day will become a regular feature each summer.

SPEAKERS

Again it is proper to express our indebtedness to the numerous laymen who take time out of busy lives to address our boys in Sunday Chapel services and on other occasions. Some of these are the following:

Commencement, January 26

Dr. Louis P. Hoyer

Superintendent of Schools

City of Philadelphia

Founder's Day, May 21

Morning Assembly of Students

Mr. William Jamison, '11

President, Girard College Alumni

Mr. Harry E. Barthel, '11

Memorial Day, May 28

Mr. G. Curtis Pritchard

Secretary, Board of Directors of City Trusts

Commencement, June 16

Dr. D. Montfort Melchior

Principal of High School, Girard College

Sunday morning Chapel speakers were the following:

January 2—Mr. Charles T. Cunningham, Teaching Housemaster, Girard College.

9—Mr. George O. Frey, Former Director of Instrumental Music, Girard College.

16—Dean Cornelius B. Boocock, Rutgers University, New Brunswick, N. J.

23—Mr. Creel W. Hatcher, Head of Mechanical Department, High School, Girard College.

30—Mr. Effingham B. Morris, Jr., Board of Directors of City Trusts.

- February 6—Mr. John W. Leydon, Teacher, Girard College.
 13—Dr. Wilfred B. Wolcott, Jr., Teacher, Girard College.
 20—Dr. Merle M. Odgers, President, Girard College.
 27—Mr. Lauris R. Wilson, Senior Housemaster, Girard College.
- March 6—Dean Karl G. Miller, College of Liberal Arts for Women, University of Pennsylvania.
 13—Mr. H. Emory Wagner, Teacher, Girard College.
 20—Honorable Gerald F. Flood, Judge, Court of Common Pleas No. 6, Philadelphia.
 27—Mr. Alford G. Otto, Playground Teacher and Coach, Girard College.
- April 3—Mr. Malcolm J. Nicholson, Senior Housemaster, Girard College.
 10—Edgar S. McKaig, Esquire, Attorney, Philadelphia.
 17—Dr. William F. Zeil, Housemaster, Girard College.
 24—Mr. Russell C. Start, '16, Business Man, Philadelphia.
- May 1—Mr. O. Howard Wolfe, Retired Banker.
 8—Mr. Harry L. Riley, Teacher, Girard College.
 15—Dr. John H. Minnick, former Dean, School of Education, University of Pennsylvania.
 22—Mr. E. Elmer Staub, '99, Business Man, Detroit, Michigan.
 29—Mr. George C. Foust, Teacher, Girard College.
- June 5—Mr. Howard Conklin, Teacher, Girard College.
 12—Mr. Frank D. Witherbee, Former Superintendent of Admission and Discharge, Girard College.
 19—Dr. Earle T. Hawkins, President, State Teachers College, Towson, Maryland.
 26—Mr. Joseph J. Shuster, Housemaster, Girard College.
- July 3—Miss Juliet E. Stacks, Governess, Girard College.
 10—Mr. Russell M. Leonard, Principal, William B. Mann School, Philadelphia.

- 17—Mr. John J. Welsh, Principal, Adaire-Chandler Schools, Philadelphia.
- 24—Mr. Thomas P. Larkin, Principal, John Hancock School, Philadelphia.
- 31—Mr. I. Edward Branhut, Principal, William B. Hanna School, Philadelphia.
- August 7—Mr. Charles K. Hay, Principal, John M. Patterson School, Philadelphia.
- 14—Dr. Ralph L. Johnson, Former Teacher, Girard College.
- 21—Dr. William F. Zeil, Housemaster, Girard College.
- 28—Mr. Bernard G. Kelner, Auxiliary Principal, Emlen School, Philadelphia.
- September 4—Mr. John D. Myers, Housemaster, Girard College.
- 11—Dr. Charles C. Tillinghast, Principal, Horace Mann School for Boys, New York.
- 18—Mr. Eric W. Johnson, Headmaster, Friends' Central School, Philadelphia.
- 25—Mr. John Houston, Director of Elementary Education, Girard College.
- October 2—Dr. D. Montfort Melchior, Former Principal of High School, Girard College.
- 9—Mr. Robert G. Dunlop, President, Sun Oil Company, Philadelphia.
- 16—Mr. Emil Zarella, Associate Director of Secondary Education, Girard College.
- 23—Mr. Henry V. Andrews, Teacher, Girard College.
- 30—Mr. Boyd Comstock, National Education Association, Washington, D. C.
- November 6—Mr. Coleman Jennings, Washington, D. C.
- 13—Mr. Joseph A. Davis, Former Superintendent of Household, Girard College.
- 20—Mr. Harold M. Smith, Headmaster, Bordentown Military Institute, Bordentown, N. J.
- 27—Mr. Charles E. Bowman, Teacher, Girard College.
- December 4—Dr. John L. Haney, Former President, Central High School, Philadelphia.

- 11—Mr. William C. Sparks, Former Supervisor of
Playgrounds and Recreation, Girard College.
18—Harold J. Budd, Esquire, Attorney, Philadelphia.
25—Mr. Emil Zarella, Associate Director of Sec-
ondary Education, Girard College.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

As indicated in the annual report for 1948, Girard College has been under the necessity of eliminating or curtailing many desirable services in order to lower the budget for 1949 under that of the preceding year by approximately one quarter of a million dollars. The budget for 1950, which was adopted in December of 1949, provides for another significant reduction, but again without reduction in the number of boys. After this year we may again expect some increase because of the rising cost of services.

Our method of operation makes each appropriation an independent, water-tight budget in itself. There were sixty-seven such items, or individual appropriations, in the 1948 budget for ordinary expenditures. The budget for 1949 was, of necessity, set up in a simplified form (thirty items) to achieve the advantages of consolidation and flexibility without lessening controls. The budget for the year under review reflects many savings through the curtailment of services and the discontinuance of some positions and services. Among the positions discontinued as a matter of economy, rather than as part of the reorganization previously described, were those of two teachers, three part-time teachers, two industrial supervisors, one dentist, one shoe repairman, one watchman, three office employees, one science laboratory assistant, one postal clerk, and one assistant laundry foreman. Among others there were curtailments in painting and wall-washing, and elimination of summer school tutoring and some trips for large groups.

An unexpected expense was the cost of extensive renovation of the exterior of Founder's Hall. Its dangerous condition was disclosed when two large pieces of marble fell. Other loose pieces were then discovered and removed from the capitals of the

columns around the building and protective work started to prevent further deterioration. A considerable amount of pigeon-proofing was also done on the capitals. In this same building changes were made in the northwest room on the second floor to fit it for use as a Student Center, new iron grilles were installed on the doors and windows in the Stephen Girard Memorial Room, and lights were installed in silverware display cases in the same room.

There have been somewhat costly replacements of the elevator, kitchen equipment, and roof of the Infirmary. In the House Group the ammonia compressor and brine refrigeration system was discontinued, individual compressors for cooling the various refrigerators were installed, and the tower section was changed into an apartment for the use of the Director of Elementary Education. In the Middle School Building and the Dining and Service Building all hand-wound clocks were replaced by electronic clocks. Part of our reorganization included minor alterations in the Business Manager's Office and in the areas now occupied by the offices of Secondary Education and Elementary Education. The Director and Associate Director of Secondary Education have adjoining offices in the High School Building, and the Director and Associate Director of Elementary Education have similar offices in the Junior School Building. The Business Manager, the Assistant Business Manager, and the Head of their Division of Domestic Economy have consolidated their headquarters in the High School Building. With slight changes the former office of the Superintendent of Household is now occupied by the Vice-President.

The major part of the work of renovating the Power Plant, including the installation of two new boilers and the switching over to the Philadelphia Electric Company for light and power, has been completed. It might be well to note the construction of a large sewer by the City of Philadelphia. This sewer is seventy feet below the surface and runs under the College in a generally north-south direction at about the west end of the Junior School Building. It involved no expense for the College, except for the tests made to determine whether the blasting had any ill effects on our physical structures.

In general, the College looks well and is in excellent physical condition because of improvements made prior to 1949. In November the College was awarded a citation of merit "for its civic pride and co-operation with the Clean Up-Paint Up-Fix Up Campaign." This award was made on the basis of our routine maintenance the year round since the College made no special effort to tidy up as part of a sporadic campaign. We have tried to keep trees and grounds in as good condition as funds permit.

In the middle of the walk leading to the east entrance of the High School and between the two trees planted by President Truman, a small bronze plaque, which was made in the foundry of the Department of Mechanical Instruction, has been placed. The plaque reads:

"These oaks were planted by
Harry S. Truman
President of the United States
of America
May 20, 1948"

The total actual expenditures for the maintenance of Girard College, aside from extraordinary nonrecurring expenditures, amounted, according to the Comptroller's statement of December 31, 1949, to \$1,983,429.92, a decrease of \$276,678.24 below the corresponding figure for 1948. The average number of students maintained was 1304, which represents a decrease of 10 under the figure for 1948. The per capita cost for 1949 was therefore \$1,521.03, a decrease of \$198.99 or approximately 11.5 per cent below the 1948 figure.

Since the amount spent in 1949 for subsistence was \$284,072.84, the per capita cost for subsistence calculated on the basis of boys only, numbering 1304, was \$217.847, or \$.66 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1304, officers and employees 291, total 1595), the per capita cost is \$178.102, or \$.5397 per day. The per capita cost per day for 1948 was \$.7826 for boys only and \$.6419 if others be included. Thus there were decreases in 1949 as compared to 1948 of \$.1226 and \$.1022 a day respectively.

The Business Manager is active in various groups of purchas-

ing agents and educational buyers throughout the East and brings to us and to our important current problems of purchasing procedures and policies, repairs and maintenance, food service, etc., the benefit of these contacts, as well as that of his own good judgment and ripe experience.

CONCLUSION

The most significant development at Girard College during the year was the reorganization of its administrative personnel. After a lapse of years the office of Vice-President was re-established, and it is now filled by the former Supervising Principal of the Elementary Schools. This principalship and the four positions vacated by retirements were discontinued, and the following were established: Director and Associate Director of Secondary Education, and Director and Associate Director of Elementary Education. In connection with the reorganization, several additional positions were discontinued because of financial retrenchment. The Department of Admission and Discharge, whose Assistant Superintendent was made Secretary of the Board of Directors of City Trusts, continues to function without this position under the name of Office of Admissions and Student Relations. The Business Manager's office has been consolidated in the interest of greater efficiency and co-ordination.

It is too early to offer definite conclusions about the success of the new educational administration. There are some positive indications of better morale among boys and staff, a slight improvement in academic achievement, and evidence that the Vice-President and those who staff the Offices of Elementary and Secondary Education are able, intelligent men, who will grow in service. The writer feels that the start of the reorganized administration has been good.

There are several major problems that admit of no easy solution. Our best judgment and the experience of other schools would indicate that the most important of these is the need for an increase in resident staff at the upper school level. Needless to say, such a staff must be made up of men of character, who, like their predecessors, will set before their students, while living among

them, high ideals of individual attainment and of service to their fellow men.

Numerous changes in the schedule of the College have been made, including some changes in curriculum. Girard boys have appeared more extensively in outside activities. On the campus itself a student-managed center, or store, has been opened. The alumni initiated this year the Alumni Fund for Girard College to assist undergraduate activities and to aid younger alumni who desire to attend institutions of higher learning.

The higher costs of services and materials and the necessity of restricting the College budget made retrenchment necessary, and eliminations and curtailments of services which would do the least harm have been effected. Yet physically the College is still in excellent condition, and some improvements have been made even during 1949. Extensive replacements were installed in the Infirmary, for example, and the major part of the work of renovating the Power Plant, including installation of two new boilers, was completed.

The strength of any educational institution lies, of course, in the people associated with it, rather than in its physical facilities. The writer is proud of Girard's staff and of his administrative associates. Moreover, he is grateful to the gentlemen of the Board, whose forward look and loyal constructive service have made possible the progress of the College over the years, and who are, in a very real sense, trustees of the ideals, as well as of the funds, of Stephen Girard.

Respectfully submitted,

MERLE M. ODGERS,

President

APPENDIX B

CHANGES IN STAFF IN 1949

RESIGNATIONS

Roger M. Owens, D.D.S., Assistant Dentist	February 1
Russel L. Kiscaden, B.S. in Ed., Housemaster	February 17
Angelo F. Macchia, B.S., D.D.S., Assistant Dentist	March 31
G. Curtis Pritchard, B.S., Assistant Superintendent of Admission and Discharge	March 31
Laura M. Coleman, B.S., Governess	July 18
Roger A. Eisenhart, B.S. in Ed., Assistant in Mechanical Drawing and Trade Drafting	August 31
Theodore E. Biss, Teacher, Remedial Class	August 31
Arthur Franklin, Assistant Director of Student Work	August 31
Mary E. Herkness, B.S. in El. Ed., Teacher, Elementary Schools	August 31
Mildred R. Phipps, Children's Librarian	August 31
O. Kenneth Fretz, A.B., Housemaster	September 1
G. Herman Burne, A.B., A.M., Industrial Supervisor	September 6
Raymond R. Reiff, B.S., Playground Teacher	September 6
Ruth E. Jones, B.S., M.S., Assistant to the Director of Student Personnel	September 13
Anna T. Adamson, Governess	November 18
Zelia W. Lopes, Governess	December 31

APPOINTMENTS

Elizabeth F. Hislop, A.B., Governess	February 1
Robert S. Grafton, B.S. in Ed., Housemaster	February 20
S. Louise Kresge, B.S. in Ed., Substitute Teacher, Elementary Schools	March 2
Benjamin Grossman, B.S., D.D.S., Assistant Dentist	April 7
Alfred Moscariello, B.S., Office Manager, Business Manager's Department	July 1
E. Newbold Cooper, B.S., A.M., Ed.D., Vice-President	September 1
Jerre E. Gratz, B.S., Teacher of Shorthand	September 1
John Houston, B.S. in Ed., Ed.M., Director of Elementary Education	September 1
Carolyn E. Long, B.S., Teacher, Elementary Schools	September 1
Elaine P. McManus, A.B., Governess	September 1
Malcolm J. Nicholson, A.B., A.M., Associate Director of Elementary Education	September 1
Alford G. Otto, Director of Athletics	September 1
Olivia R. Way, B.S. in Ed., M.A. in Ed., Children's Librarian	September 1

Wilfred B. Wolcott, Jr., A.B., A.M., M.S. in Ed., Ph.D., Director of Secondary Education	September 1
Emil Zarella, A.B., Associate Director of Secondary Education	September 1
Edward Lipp, B.S., Assistant Supervisor, Student Work Program	September 6
William W. Hummel, B.S. in Ed., A.M., Housemaster, Junior School	September 7
Henry W. Jones, B.S. in Ed., Housemaster	September 7
Zelia W. Lopes, Governess, House Group	September 7
Inga R. Pickering, A.B., Assistant to the Director of Student Personnel	September 14
Jane Waterhouse, R.N., General Duty Nurse	October 1
Josephine M. R. DeSantis, A.B., Governess	November 19
Marian G. Bartman, Substitute Governess	January 1, 1950
Edith Satterthwaite, Playground and Recreation Teacher	January 1, 1950

RETIREMENTS

Charles T. Bardsley, Teacher of Shorthand	August 31
Mildred S. Benners, Teacher, Elementary Schools	August 31
Joseph A. Davis, A.B., A.M., Superintendent of Household	August 31
D. Montfort Melchior, A.B., A.M., Sc.D., Pd.D., Principal of the High School	August 31
Ethel A. Sipple, B.S., A.M., Assistant Supervisor of Elementary Schools	August 31
Elisabeth Gardner, Governess	September 6
William C. Sparks, B.S., M.S., Supervisor of Playgrounds and Recreation	September 30
John P. Dunlevy, Swimming Instructor	January 1, 1950

DEATHS

Jacob Martin, Retired Instructor in Electricity	March 15
Ruth K. Stouder, Retired Governess	April 19
Lou Morris, Retired Nurse	September 24

TRANSFERS

William F. Zeil, A.B., A.M., LL.D., Housemaster, Lafayette Hall, to Housemaster, Allen Hall	September 1
John A. Small, Industrial Supervisor to Playground Teacher	September 6
John A. Lander, B.S., A.M., Housemaster, Junior School, to Housemaster, Lafayette Hall	September 7

CHANGE IN TITLE

S. Herman Macy, Superintendent of Admission and Discharge to Director of the Office of Admissions and Student Relations	April 22
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APPENDIX C

STAFF OF SUMMER SCHOOL—1949

Principal	Charles K. Hay
Coordinator	Russell M. Leonard

TEACHERS OF RECREATIONAL ACTIVITIES

I. Edward Branhut	Edmund O. Mueller
Jacob B. Geiger	Norman B. Shrenk
ENRICHMENT PROGRAM	HANDWORK PROGRAM
Rosemary Boccella	Gertrude M. Ehinger
Laura E. Harman	E. Woodward Waltz
Edna M. Hemphill	
Bernard G. Kelner	
Thomas P. Larkin	
John J. Welsh	
Margaret E. Wiegand	

APPENDIX D

GIRARD COLLEGE CAMP STAFF—1949

Superintendent of Camp	George B. Diamant
Visiting Camp Physician . . .	Philip F. Ehrig, M.D.
Resident Nurse	Mary E. Bonenberger, R.N.

SENIOR COUNCILORS	JUNIOR COUNCILORS
John Autian	Robert H. Bernhardt
Americo De Serofino	Charles W. Grassel
Frank J. Martin	Roland G. Hughes
Joseph J. Milazzo	William W. Hummel
Ralph B. Shankweiler	Norman S. Johnson
Glenn E. Wolfe	John J. McKenna, Jr.

APPENDIX E

LECTURES AND ENTERTAINMENTS—1949

Friday, January 7

Illustrated Lecture

"The Scandinavian Countries"

Gladys Petch

Friday, January 21

Concert

The University Glee Club

Friday, March 4

Illustrated Lecture

"Adventure with Moose"

David Jarden

Friday, March 11

Lecture

"Our Accidental Presidents"

Frederick Taylor Wilson

Friday, March 25

Lecture

"The Science of Aviation"

Glenn L. Morris

Friday, April 8

Lecture

"Current Events"

Major George Fielding Eliot

Friday, April 22

Illustrated Lecture

"Points of Scenic Interest in the United States"

Henry Woolman

Saturday, October 29

Hallowe'en Entertainment

"Magic and Mystery"

George A. Freyer, '46

Saturday, November 19

Concert

Howard R. Hoskins, '30, Metropolitan Opera Co.,

New York; Gilbert Miller, Accompanist

Friday, December 16

Christmas Concert

Musical Organizations of Girard College

(Concert for Staff and Student Body, Saturday, December 17)

APPENDIX F

HEALTH SERVICE STATISTICAL REPORT

The following is a record of the diseases, operations and other matters of record for which students of the College were under observation in the Infirmary during the year of 1949:

Abscess	5	Injuries	3
Acute Nephritis	2	Lacerations	4
Athlete's Feet	5	Lymphadenitis	1
Burns	1	Mumps	8
Cellulitis	12	Muscle Strain	2
Chalazion	1	Observation	15
Chicken Pox	8	Pertussis	67
Concussion	2	Poison Ivy	1
Conjunctivitis	1	Poliomyelitis, Anterior	3
Contusion	18	Pruritis	50
Dermatitis Venenata	1	Rheumatic Infection	
Diabetes	1	(Carditis)	15
Dietetic Indiscretion	330	Rupture Internal Semi-lunar	
Dislocation	1	cartilage, Cast applied	1
Dog Bite	1	Scabies	6
Effusion (knee)	1	Scarlet Fever	10
Enteritis	1	Serum Reaction	46
Epilepsy	1	Tuberculosis, Right Hip	1
Foreign Body - Alimentary	2	Upper Respiratory Infection:	
Frost Bite of Face	1	Asthma	1
Fractures	14	Otitis Media, Acute	12
German Measles	112	Otitis Media, Bilateral	1
Hepatitis	1	Pneumonia - Lobar	1
Herpes Zoster	1	Upper Respiratory	
Henoch's Purpura	1	Infection	985
Impetigo Contagiosa	1		
			<hr/>
			1758

OPERATIONS

Abscess Incision and Drainage	1
Achilles Tendon Shortened	1
Appendectomies	10
Biopsy	1
Circumcisions	10
Control of Secondary bleeding following Appendectomy	1

Excision and Suturing	
Miscellaneous . . . Warts, Moles, etcetera	9
Fractures	4
Ganglion	1
Hernia - Indirect Inguinal	3
Hydrocele	1
Impacted Molars	15
Lacerations - sutured	3
Open Reduction of Left Arm	1
Pattern Skin grafts (finger)	1
Resection of Internal Rectus of both eyes	1
Removal Internal Semi-lunar cartilage of knee	1
Splinter removed	1
Sub-mucous Resection	4
Tenotomy, Strabismus	1
Torec - 1st Stage and 2nd Stage	1
Turbinectomy	2
	<hr/>
	73

DISPENSARY TREATMENTS

INFIRMARY	60,495
OTOLARYNGOLOGICAL	592
OPHTHALMOLOGICAL	2,102
DENTAL	12,224
	<hr/>
	75,413
Average number of hospital days per patient	5
Average number in the daily census	31

APPENDIX G

SUMMER SCHOOL AND CAMP ENROLLMENT

The average enrollment figures for both the campus and the camp during the three-thirds of the summer period (June 27 to July 18, July 18 to August 10, and August 10 to September 2, respectively) follow:

College	178	149	128
Camp	176	174	161
	<hr/>	<hr/>	<hr/>
Total	354	323	289

APPENDIX H

The following statistics for the year 1949 present a summary of the work of the Library, including a comparison with the work of the preceding year:

BOOK CIRCULATION IN MAIN LIBRARY

Main Department circulation	1949	1948
Boys	12364	12162
Adults	9840	16652
Children's Room circulation	21849	22463
	<hr/>	<hr/>
Total book circulation	44053	51277

ATTENDANCE IN MAIN LIBRARY

Main Department attendance	1949	1948
Boys	27109	29747
Adults	1481	1523
Children's Room attendance	17232	15628
	<hr/>	<hr/>
Total attendance	45822	46898

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1949	1948
Number of films loaned for classroom use	944	845
Number of slides loaned for classroom use	963	1082
Number of pictures and pamphlets loaned	2548	2141
Attendance of boys for research.....	3512	4515
Attendance of boys for group activities..	8036	5274

BOOKS ADDED TO THE LIBRARY

Non-Fiction	675
Fiction	546
	<hr/>
Total number of volumes added to the Library in 1949	1221
Total number of volumes discarded and lost in 1949	734
Total approximate number of volumes in the Library in 1949	88670

APPENDIX I

PRIZES AND HONORS, 1949-1950

Two key man awards were made during the school year, to Walter W. Wagner, Class of June, 1949, and John A. Furry, Class of January, 1950, for the best all-around records in scholarship, athletics, citizenship, and extra-curricular activities.

The bronze Schoolboy Medal, awarded by the General Alumni Society of the University of Pennsylvania, for high attainment in scholarship, character, and school activities, was presented to James L. Collier.

The scholarship awards to the student in each graduating class with the highest scholarship standing for the last two High School years, were presented by the Girard College Alumni Association and through the Louis Wagner Memorial Fund, as follows:

September—Walter W. Wagner, Class of June 1949—Watch
February—John A. Furry, Class of January 1950—Watch

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes as follows:

- | | |
|---------------------------|--------|
| 1. Jerome S. Goldman..... | \$7.00 |
| 2. Walter W. Wagner..... | \$5.00 |

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "How I Can Improve Girard College" by students of the Second High School year, were awarded in September as follows:

- | | |
|--------------------------|--------|
| 1. Stephen J. Winnick .. | \$6.00 |
| 2. James J. Raciti..... | \$4.00 |
| 3. Edward O. Gordon..... | \$2.00 |

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded in September as follows:

- | | |
|------------------------------------|--------|
| 1. Jerome S. Goldman (Sheet Metal) | \$7.00 |
| 2. Ralph Gentile (Machine Shop) | \$5.00 |

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded in September as follows:

- | | |
|---------------------------|--------|
| 1. Emanuel Gerstein | \$7.00 |
| 2. Raymond J. Schlechtweg | \$5.00 |

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded in September as follows:

- | | |
|---------------------|---------|
| 1. Walter W. Wagner | \$10.00 |
| 2. Irvin A. Miller | \$7.00 |

The House Scholarship Trophy, presented by the class of June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

- | | |
|-----------------------|--------------|
| September—Banker Hall | Average 2.21 |
| February—Banker Hall | Average 2.13 |

The Frank Honicker prize of \$5.00, awarded for the best general record in secretarial studies during the year, was presented in February to Andrew Machowski of the S-2-1 Class.

The William H. Hoyt, Jr. ('38) and Robert M. Hoyt ('39) Memorial Prizes, established by the mother of these two Gold Star Alumni, who died in service in World War II, were awarded to the two commercial students of the graduating classes ranking first and second respectively in their commercial work during the last two high school years.

September Awards

- | | |
|-----------------------|--------|
| 1. James M. Palmer | \$7.50 |
| 2. Chester R. Clapper | \$5.00 |

February Awards

- | | |
|--------------------|--------|
| 1. Daniel L. Lynch | \$7.50 |
| 2. John A. Furry | \$5.00 |

Through the interest and good offices of the son of Mr. Charles W. Lawser, '88, deceased, the Charles W. Lawser Prize, awarded each term to the student of the Junior Classes in the Machine Shop or other trade vocational work who made the best record for development of mechanical skill and the habits and

attitudes desirable in a good workman, was restored and the following awards were made:

September—Richard T. Polakowski	\$5.00
February—Donald H. Lowstetter	\$5.00

The Jesse B. Manbeck prizes, established by Mr. Jesse B. Manbeck, '10, for the student in the Print Shop making the best record for development of mechanical skill and the habits and attitudes desirable in a good printer, were awarded as follows:

September—Daniel Stella	\$5.00
February—Daniel Stella	\$5.00

The Sherwood Githens prizes, established by bequest of Mr. Sherwood Githens, '96, for students of the graduating classes who have done outstanding work in public speaking, were awarded as follows:

September Awards

John M. Toutkaldjian	\$7.00
David Pustilnick	\$3.50

February Awards

Daniel L. Lynch	\$7.00
George D. Hopkins	\$3.50

The Girard Ginger Association prizes of \$10.00 were awarded the first term to Troop No. 413, Mr. George H. Dunkle, Scoutmaster, for the best record for scout advancement and hiking; and the second term three individual prizes were awarded, as follows, for the best all around scouting records, including living of the scout oath and law, advancement and leadership:

1. George J. Yiaski	\$5.00
3. Donald B. McGhee	\$3.00
3. George A. Steinhoff	\$2.00

One American Legion award, made through the Stephen Girard Post, No. 320, to the student of the upper level of the Seventh Grade for the best record in scholarship, athletics, and citizenship combined, was presented as follows:

June, 1949—Elden B. Kunkle—Bronze Medal

The Stephen Girard Post, American Legion, Trophy, awarded to the Company attaining the best all-around military record

during the term, including the competitive drill, was awarded as follows:

June, 1949—Company D

January, 1950—Company B

Special prizes were also presented by the College to Cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. Edward T. Yurish, Company D, Gold Medal
2. George E. Wingerter, Company A, Bronze Medal

February Awards

1. Ronald G. Lloyd, Company B, Gold Medal
2. James L. McMullen, Company D, Bronze Medal

To the Cadets ranking first and second in individual drill:

September Awards

1. Joseph N. DiRenza, Sergeant, Company A, Gold Medal
2. William R. Fray, Sergeant, Company D, Bronze Medal

February Awards

1. Franklin C. Jaussi, Private, Company A, Gold Medal
2. John R. Allen, Corporal, Company A, Bronze Medal

The Joseph G. Simcock Prizes, awarded to the two members of the Junior-two Classes for greatest proficiency in the heat treatment of steel, were presented in September as follows:

- | | |
|--------------------------------|--------|
| 1. Earl K. Guiles | \$5.00 |
| 2. Richard C. Hutchinson | \$3.00 |

Prizes presented by the College for proficiency in manual arts:

September Awards

- | | |
|---|--------|
| 1. James C. Buck, books to the value of..... | \$5.00 |
| 2. Michael D. McGhee, books to the value of.. | \$3.00 |

February Awards

- | | |
|---|--------|
| 1. John J. DiGregorio, books to the value of | \$5.00 |
| 2. Franklin M. Daniels, books to the value of | \$3.00 |

Prizes presented by the College in February for the best singing with soprano or alto voice:

- | | |
|--|--------|
| 1. Robert C. Linthicum, Soprano, books to the value of | \$5.00 |
| 2. Basil B. Bartlow, Soprano, books to the value of.. | \$3.00 |

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Ronald Althoff, Joseph Camperson, William Stanley Cover, James Gerald Deegan, Robert Eugene Drawbaugh, James Edward Falen, John Adam Furry, George Davis Hopkins, Daniel Land Lynch, Harry Millard Logan, Earl David Nordberg, Joseph Alfred Riley, Harold Dean Saulsbury, William Walsh, Marvin Weiss.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Vincent Lawrence Armetta, Ralph Austin Carl, Richard Lewis Conner, Andrew Ermilio, James Linn Graham, Robert Bruce Hennessy, Richard Howard Lightkep, James Joseph O'Neill, Michael Roman, John Philip Sawicki, Eugene Carl Tkacz, Donald Lee Vought.

APPENDIX J GRADUATES

Following are the names of those who graduated from the College in 1949:

Class of January 1949

Herbert Richards Adams	Robert Andrew Linebaugh
William Ronald Affleck	Walter John Mahler
Robert Meloney Anderson*	Edward Mako
William James Black	William Elwood Marine
George Desmond Blackman	Michael Robert Mazak
Lawrence Lorraine Boice	Thomas Edward McGuire
Vincent Capozzi	Arthur Gordon McKenzie*
Michael Cenci	Thomas Melvin
James Ewart Curtis	Frank Joseph Montalbano
John Robert Curtis	Richard Thomas Mucklow
Vincent Cusatis	John Anthony Murray
Dominico George DeBonis	William Sidney Murray
Charles William Dotschkal	Paul Albert Neider
Howard Jack Eveland	William Neopolitan
William Franklin Faust	John Oakill
Francis Xavier Fitzpatrick	Antonio Michele Panaro
Thomas Edward Foley	Attilio Pascali
William Henry Freudenberger	Nevio Pelleschi
Lewis George Fritz	William Henry Phillips
Maurice Gawlas	Harry Alonzo Pittman*
Kenneth Gibbons	Edward Harold Powers
John Francis Glowacki	Anthony Puglisi
Robert Edward Harold	Douglass David Query
David Harper	James Patrick Rabbitt
William Ronald Heidel	Eldon Bryan Rider
Harold Herbert Hepler	Edmund Roberto
Joseph Hoffman	James Robert Rostrom
Harry Dawson Horn	Joseph Richard Sadowski
Joseph Francis Huggett	George Kenneth Satterfield
Robert Ellwood Jackman	Joseph Matteo Stezzi
Elmer Clyde Jones	Anthony Talamini
Francis William Jones	James Edward Tannehill
John Daniel Kadingo	Joseph Woodrow Tees
George Kalavsky	Joseph Mark VanHorn*
James John Kelly	Samuel Weiner
Francis Eugene Kirkpatrick	James Aertsen Wells
Manouk Ramsey Koumjian	Ronald Carl Willauer
Simon Koumjian	Edward Akers Wood
Charles Robert Kreysig	

*Member of National Honor Society

Class of June 1949

John Pyle Anderson*	Joseph Samuel Kaufman
Paul Benjamin Beers*	Richard Lang
Theryl Elwood Blackwell	Charles Ulrick Levis
James Edward Breslin	Ventornio Domonic Marcelli
Rocco Campanile	Edward Mika
James Irwin Carfrey	Irvin Alexander Miller*
John Richard Cavanagh	Louis Sebastian Napoli
Chester Richard Clapper	James Mahlon Palmer*
Richard Eugene Clossin	William Daniel Paterson
Allan Maxwell Cohen	John Patriarca*
James Leo Collier*	Emanuel Procopio
Robert Corsini	David Pustilnick
Walter Reuben Cranmer	Edward Joseph Quinn
Lawrence William Criscuolo	John Arthur Raiewski
Umberto D'Annibale	George Clinton Reese
Gabriel John Selvino DiFabio	Francis Smead
Vito Antonio Famiglietti	Joseph Tini
Thomas Faustino	John Matheaus Toutkaldjian
William Robert Fray	Cosmas Costas Tripolitis
Ralph Gentile	Walter William Wagner*
Joseph Giordano*	William Joseph Welsh
Jerome Selig Goldman*	James Wilkinson
Thomas Golias	William Wilkinson
Anthony Gorski	George Eugene Wingerter
Benjamin Nelson Gunning	Carl Jackson Young
Edward Francis Hunta	Edward Thomas Yurish
Philip David Jones	Alfonso Zambrano

*Member of National Honor Society